DOCUMENT RESUME

ED 242 392 PS 013 690

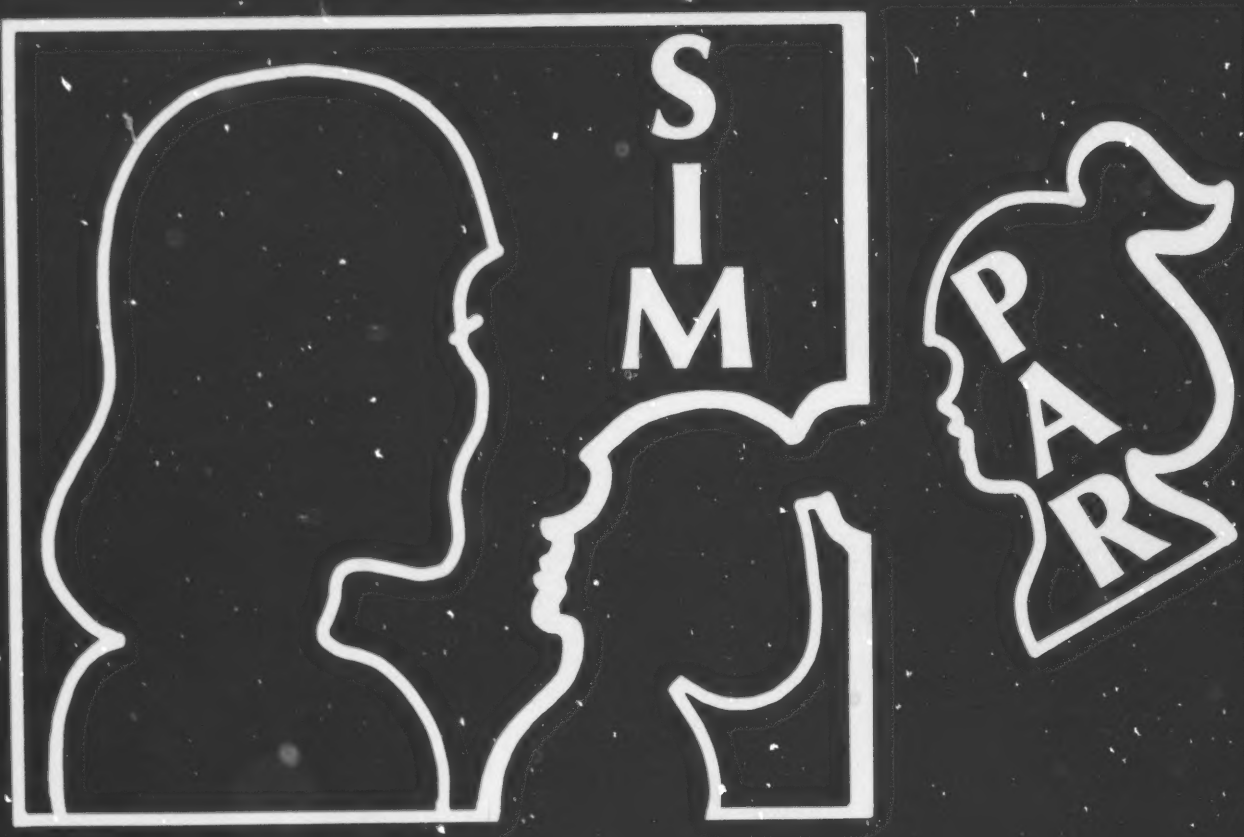
TITLE	SIMPAR: A Parenting Simulation Game.
INSTITUTION	Head Start of the Lehigh Valley, Bethlehem, PA.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE	83
GRANT	307704
NOTE	69p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Educational Games; *Games; *Parent Child Relationship; *Parent Education; Parent Participation; *Role Playing; *Simulation
IDENTIFIERS	Basic Educational Skills Project; PF Project; *Simulation Games

ABSTRACT

SIMPAR, a simulation game designed to allow participants to play out assigned roles which parallel some of the real life aspects of parent-child relationships, is presented. SIMPAR is a game about workers (children) and foremen (parents) in a handicapped work setting in a company called PARLINK, Inc. The following topics are covered: (1) an introduction to simulation games; (2) an overview of SIMPAR that gives the subject and purpose of the game along with requirements for players, personnel, time, space, and materials; (3) an explanation of the conceptual model of SIMPAR and an overview of the game in operation; and (4) the collection, preparation, organization, and distribution of materials for running the game. The last section contains 26 pages of forms, handouts, explanation sheets, and scoring and evaluation sheets for the "workers" and "foremen." (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED242592



SIMPAR

A PARENTING SIMULATION GAME

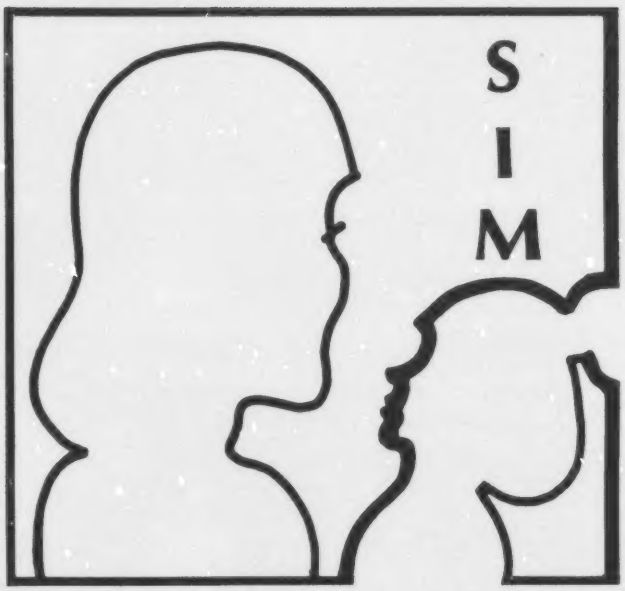
PS013690

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



Developed by Staff of:

HEAD START OF THE LEHIGH VALLEY
Patricia W. Levin, Executive Director

In Conjunction With:

EASTON AREA SCHOOL DISTRICT
Joseph T. Piazza, M.Ed.
Director of Elementary Education

Sponsored by:

THE ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES
Under Grant Number: 307704
Basic Educational Skills Project

JOSTEN'S PUBLICATIONS

Copyright, 1983 by:

COMMUNITY SERVICES FOR CHILDREN, INC.

PREFACE

In 1978, Head Start of the Lehigh Valley applied for and received a grant from the Administration for Children, Youth and Families. The grant - The Basic Education Skills Project - was utilized to develop a series of training materials for parents, children, and educators. Developed in conjunction with the Easton Area School District, these materials proved useful in preschool as well as elementary school levels. All project parts stress the importance of parent involvement in children's education and attempt to help parents enhance parenting skills.

SIMPAR, developed as the final part of the Project, is a game or simulation experience. Participants play out roles assigned to them that parallel some of the real life aspects of parent/child relationships. The game is applicable in any group interested in exploring some of the often problematic experiences of parenthood groups, such as parent groups, students of sociology and psychology, medical personnel, educators and those who teach parenting skills.

We field tested **SIMPAR** several times after initial planning of the game. Head Start staff, selected parents from our community as well as Head Start parent groups participated with enthusiasm. The play of the game varied slightly with the participating groups. This allowed us to modify some of the gaming framework and improve the game on a "trial and error" basis.

We would like to express our appreciation to Dr. Cathy Stein Greenblat for her support and expertise on this project. Dr. Greenblat is professor of Sociology at Rutgers University, and has published numerous books and articles on simulation games and family life. Her textbook, **Introduction to Sociology** was published in 1981. Among the games she has designed are "Blood Money," "Pomp and Circumstance," and "The Marriage Game."

Lorraine Weidman
Nancy E. Martin
Sue Anne Crawford
Head Start of the Lehigh Valley

CONTENTS

I. INTRODUCTION TO SIMULATION GAMES

A. What is Simulation
B. Gaming - Simulations
C. Why Use Gaming - Simulation as a Learning Tool

II. OVERVIEW OF SIMPAR

A. Subject and Purpose
B. Who Can Play
C. Number of Players
D. Personnel Needed
E. Time Requirement
F. Space Requirement
G. Materials Requirement

III. EXPLANATION OF THE MODEL AND THE GAME

A. The Conceptual Model
B. The Game in Operation

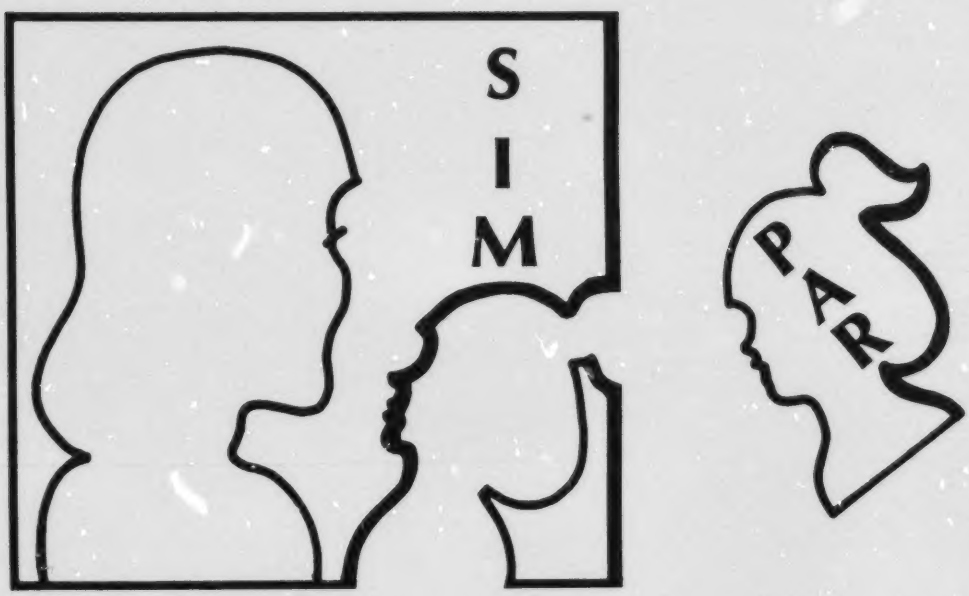
IV. RUNNING THE GAME

A. Materials
B. Room Set-Up
C. Play of the Game: General Comments - Introduction
D. Sample Game Introduction
E. Operation of the Game
F. Post Game Discussion

V. FORMS

I

INTRODUCTION TO SIMULATION GAMES



A. What is Simulation?

A simulation is a model of a system. Perhaps the simulations we are most familiar with are those of the Apollo space missions. While broadcasting the Apollo space missions, television networks would demonstrate with replicas in their studios those aspects of the space mission which could not be covered live. Their demonstrations with these studio replicas did in fact represent the real spacecraft's actions. They were used to help us to understand technical aspects of space flight.

B. Gaming Simulation

Another type of simulation is created when people are used to demonstrate parts of real-world systems. Such simulations operate by having people play roles and make decisions within the structure of choices and consequences offered by the system being modeled. They are used to help us understand parts of the "real world" better. These types of simulations are called gaming simulations because the environment and activities of the participants have some of the characteristics of games: players have goals, sets of activities to perform, constraints on what they can do, and consequences as a result of their actions. Unlike some games though, a gaming simulation can be recognized as being patterned from real life.

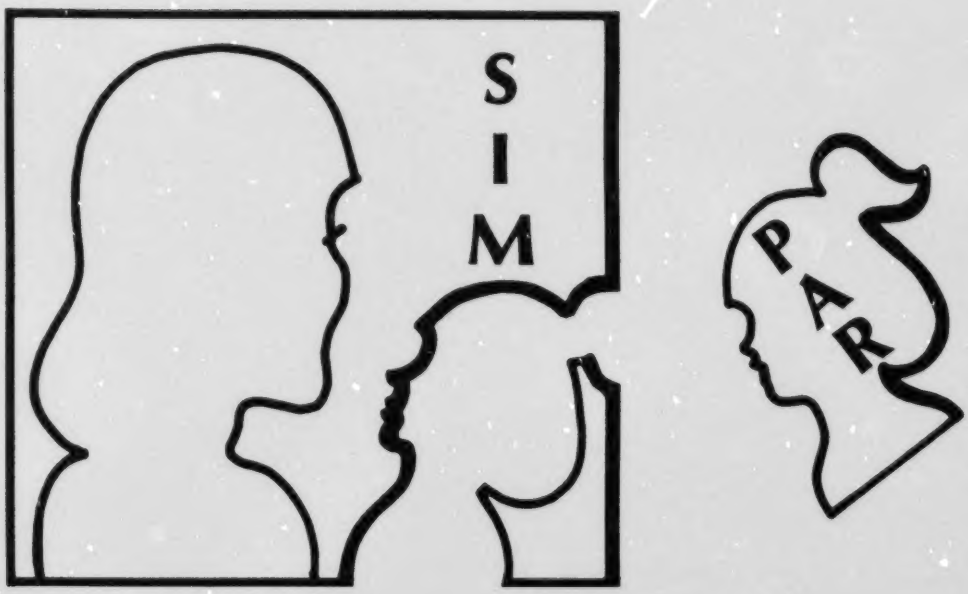
C. Why Use Gaming Simulation as a Learning Tool?

Most people accept the fact that children learn by doing. As children are playing games and playing with toys, they are in fact learning many new ideas and concepts. They are developing their minds as well as their bodies. It is also true that children see this learning as fun.

Much has been said about the process of adult education where the student is a passive recipient rather than an active participant in the learning process. Gaming simulation provides a learning opportunity for adults where they are actively involved. This active involvement generally stimulates interest, enthusiasm, a relaxed atmosphere for learning and results in increased learning and learning applications.

II

OVERVIEW OF SIMPAR



A. Subject and Purpose

SIMPAR simulates on an abstract level some of the experiences of parent/child relationships. **SIMPAR** is a simulation game and from this point on will simply be called a game. It is designed to convey a general understanding of issues and problems parents and children confront so that players may gain insight, knowledge, and improved understanding of the process of parenting.

SIMPAR is designed to be fun. It is also true, however, that some experiences during the game could be considered frustrating and difficult. These experiences are a valuable part of the game and contribute to the game's learning objectives. Discussion of these experiences often leads to the most fruitful learning about the parenting process.

B. Who Can Play?

SIMPAR is not designed for a specific group. While parents are the most obvious players of the game, **SIMPAR** can be used as a valuable learning tool for many groups of people concerned about parenting.

Appropriate audiences of players might include:

1. Those who deal with parents and children such as:
   a. Child development programs
   b. Public/private school systems
   c. Day Care programs
   d. Community caseworkers
   e. Counselors
   f. Psychologists and psychiatrists
   g. Medical personnel (pediatric units, outpatient clinics, etc.).
2. Those who will be dealing with parents and children i.e., those in training for or anticipating any of the roles above.
3. Those who might be future parents:
   a. High School Students
   b. College and graduate students
   c. Siblings of children enrolled in child development programs, day care programs, etc.
4. Policy makers and heads of agencies (local, state and federal level).

The game's structure and play remain exactly the same regardless of the participants. Differences in the experience are realized through personal perspectives of participants, meshing real and game roles and the post game discussion.

C. Number of Players

The game is designed for a group of 24. As will be described later, however, group sizes could be larger or smaller than 24.

D. Personnel Needed

It is possible to run the game with two operators by following the guidelines and operator descriptions in Sections IV and V of this manual. Ideally, however, three operators should be available to run the game. Directions for use of three operators are found in Section V.

All operators should be familiar with this manual by thoroughly reading it. All materials should be prepared well in advance of the day of operation.

E. Time Requirement

The total time needed for play of **SIMPAR** is approximately 2½ hours An additional 1½ hours are needed for operators to set up materials and playing space.

The following steps indicate approximate time needed for play:

1. Introduction, role assignment, clarification - 15 minutes
2. Play of production periods - 80 minutes
3. Post game discussion - 50 minutes

While it would be best to include all steps in the same time period, some variation in this schedule is possible. For example, Steps One and Two could be scheduled for the same day (one class) with the discussion completed in the following class period. Another option is to complete Step One as the last 15 minutes of a class period, have Step Two fall on the following class period, and Step Three in the third class period. Obviously, all three Steps of play can be adjusted to accomodate the time you have available. It is best not to schedule breaks during Step Two and also best not to reduce amount of time allocated for Step Three, since this is where learning goals are achieved.

F. Space Requirement

Minimally, one large room is required for play. However, it is advisable to have separate rooms available for the game operators during play and for the post game discussion.

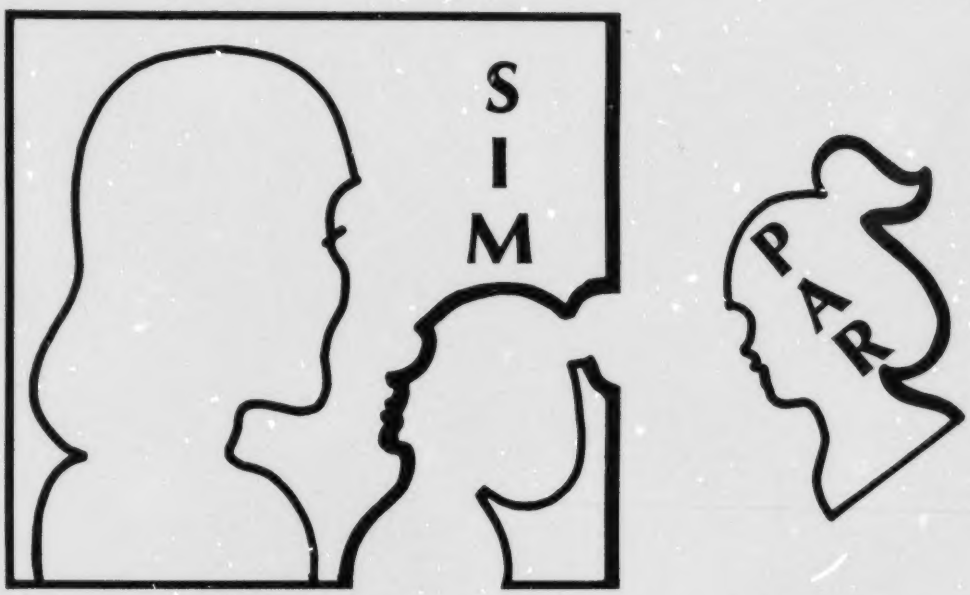
The game is best played with players seated in chairs and working at tables. If it is necessary to use the floor, it is important to make sure there is adequate floor space and that any furniture in the room is movable.

G. Materials Requirement

The game has been constructed with the use of easily located and inexpensive materials. All paper materials (i.e. forms, handouts, etc.) are provided in Section V of this manual. The number of copies of each page you will need to photocopy is indicated in Diagram #1, Section IV of the manual. Most of the purchased materials can be re-used in different parts of the game and some materials can be kept for subsequent game runs.

III

EXPLANATION OF THE MODEL AND THE GAME



11

A. The Conceptual Model

The game consists of the interaction between two different role sets, Foremen and Workers. Both Workers and Foremen are employees in a manufacturing firm called **PARLINK, INC.** Participants playing the role of "Worker" for **PARLINK, INC.** engage in producing the company product, **GEMSTRANDS,** within Production Units. They are interested in producing as many **GEMSTRANDS** as possible, while maintaining quality. Both of these factors affect their earning power or score in the game. Worker scores are also partly determined by the quantity of the total Unit's production and by the Foreman's evaluation of one's performance. Workers are hindered in their production efforts by physical and verbal constraints, lack of information on how to produce the product and other environmental, material and informational factors.

Some other participants will play the role of "Foreman" for a Production Unit within **PARLINK, INC.** Foremen are charged with the responsibility of assuring that the quality and quantity of production is high by operating their Unit smoothly and by attending to the needs of their Workers. Foremen are concerned about the efficiency of their Unit and about Worker morale. Their earning power or scores are related to quality and quantity of production, to Worker satisfaction within their Unit and to their skill as managers. Foremen are responsible for several tasks which, in addition to lack of information and other factors, act as impediments to their easily reaching their goals.

Throughout the game, Workers and Foremen interact with each other and their environment to overcome obstacles to success or to heighten success in the work setting. They seek the knowledge, skills, and understanding that will enable them to experience success. This success is difficult to attain and often dependent on the quality of their interactions as well as their resourcefulness.

B. The Game In Operation

A closer look at the operation of the game will give added meaning to this conceptual model. This outline will describe some of the dynamics experienced by Workers and Foremen during the game as well as some factors that affect their actions within the game.

1. Basic Player Roles

a. **Workers**

Workers begin with the knowledge that they are handicapped and unable to use their dominant hand throughout the course of the game. As they find their work space they are confronted with the following additional constraints.

(1) They are unable to talk among themselves.

(2) They find a task (constructing **GEMSTRANDS**) that is fairly difficult to accomplish.

(3) They find unclear instructions on how to complete the task.

Essentially, Workers begin in confusion, unsure how to proceed.

b. **Foremen**

Foremen begin with the knowledge that they are responsible for a certain number (3-5) of employees and that they are responsible for reporting on their Unit's work within specific time frames. They find that people are depending on them to be responsible and that they will be held accountable for themselves and their employees. They do not know that their employees are handicapped or what instructions they have received. The beginning of the game then finds the Foremen in a new, somewhat confusing situation. They are generally unsure of their skills and the requirements of the position.

2. Other Significant Factors

As the game develops there are environmental and other realities that affect play. Players' responses to these factors affect their interaction, attitudes, and success in the game. We will highlight the most critical of these here.

a. Time Constraints

Play in the game is divided into Production Periods, 15 to 20 minutes in length. Each game has four (4) full Production Periods. During the first production period, play is marked by confusion and uncertainty as Workers struggle to manufacture **GEMSTRANDS** without help or much direction and Foremen attempt to figure out the meaning of information provided in their office.

Workers initially experience some anxiety because the difficulty of the task and lack of help translate into low production. They feel pressure to increase production in the second period. As play progresses, Workers become more adept at their task and develop systems alone or with other Workers to make their work more efficient. Worker Reaction Sheets are completed at the end of each production period and serve to stimulate Workers' expectations for interaction with their Foremen. Workers begin to make more demands on Foremen as they request supplies, question methods of production, etc.

Typically, Foremen begin the game anxious to be successful in their position of responsibility. They begin the time-consuming process of sorting through materials found in their office. A most important early task of the Foreman is to find and use critical information in these materials. Time devoted to this study is interrupted by a bell signaling five minutes remaining in the production period which should cause a frenzy of activity. These real time constraints present the Foreman with some anxious moments during a time when he/she wishes to be seen as competent. During the game the Foreman also tends to develop routines for completing tasks. He or she may find that other Foremen are "in the same boat" and thus feel less inadequate to the job. Time constraints present the Foreman with some important decisions to make (or not to make, as sometimes happens). The decisions the Foreman makes (how and how much time to spend in the work unit, what priority to place on paperwork versus learning management techniques, etc.) will directly affect attitudes of Workers and production levels.

In summary, for both Workers and Foremen the play of the game has built-in time constraints which produce initial frustration and anxiety. These initial feelings move to a stage where a production period's end signals a challenge to increase productivity. It is important to avoid "game end effects" by insuring that players do not know when the game

will end. Feelings related to time pressure generally translate nicely into discussions of parenting concerns and issues in the post game period.

b. Informational Constraints

Another significant factor in the game is the availability and accessibility of information. Workers begin the game with little information that is not directly related to starting the game action and the information they do have is somewhat unclear. They are (perhaps unknowingly) dependent on Foremen for all of their information throughout the course of play.

Foremen begin the game with information outlining specific tasks they must perform along with clues to success in the game. A job description helps Foremen in understanding what is expected of them and Revised Production Instructions are used to help the workers to understand correctly their own tasks. However, Foremen do not have all of the information they might need and certain parts of the game are left ambiguous. The result is some confusion around who has information and how information provided can be appropriately used to further game success.

Foremen often feel inadequately prepared to do their job and to interpret ambiguieties for Workers. Workers often feel that information is being withheld from them. For all players realities and perceptions about the availability of information can lead to feelings of lack of control and powerlessness. These issues in the game affect the success of the Unit and in the post game discussion serve to highlight issues such as prior knowledge, resources and sharing information and assumptions in parent-child communications.

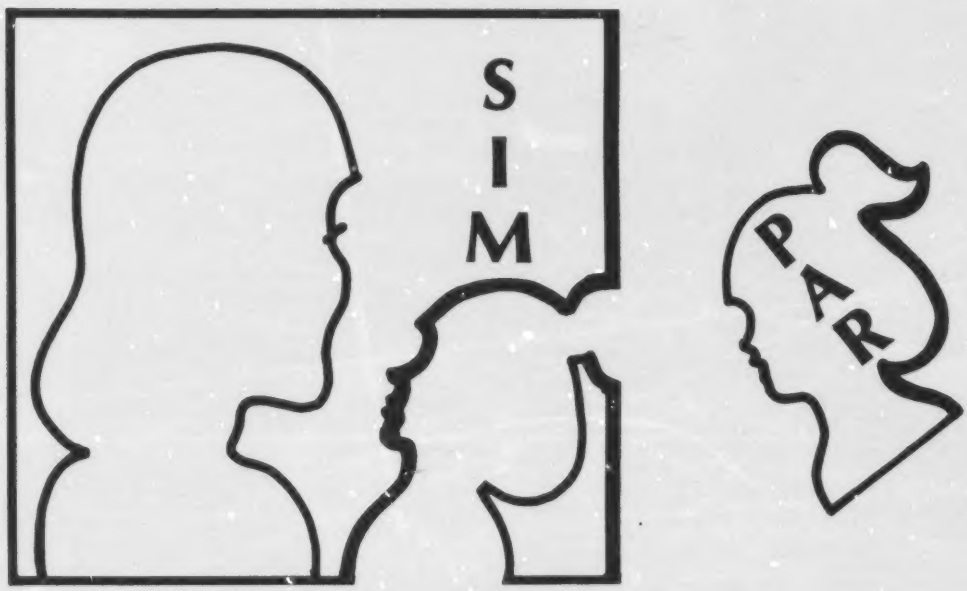
3. Summary: The Game in Operation

A simulation is designed to pull out parts of our real world experience and by means of the game, highlight for us the feelings, constraints and interactions we experience in some part of daily living. **SIMPAR** is a game about Workers and Foremen in a handicapped work setting. By focusing on some "real world" work problems and interactions it gives us a clue to some interactions and systems in another "real world," the world of parents and young children.

By now you are probably fairly confused and wondering exactly how the game operates. We have tried, in this section of the manual, to give you a feel for the interaction in the game, the constraints felt by participants and an overview of what people might be doing during the game. It is probably impossible to fully understand **SIMPAR** unless you see it being run. Because it is a simulation, it is the *action* that is significant and, no doubt, always changing. So, we offer this outline as a taste and hope that Section IV on Running the Game will make things more clear. But not to lose hope . . . maybe in simulation games like so many other things, seeing is believing !!!

IV

RUNNING THE GAME



15

A. Materials

1. Introduction

The materials gathered to play **SIMPAR** are needed by Workers, Foremen or operators. Some materials will be distributed to persons in all three roles. The next section explains in much detail the gathering, preparing, organizing and distributing of materials. It might be helpful at this point to outline distribution of these materials into the three role areas.

Workers - Each Worker has in his/her workspace a shoebox or kit. Each kit contains:

-strings of various sizes
-straws (two different colors)
-twist ties
-baggies
-pencil
-ruler
-Worker Reaction Sheets
-Production Instruction Sheet

Foremen - Each Foreman has on his/her table or work space the following materials:

-pencil
-ruler
-manila folders
-brown grocery bags (to collect **GEMSTRANDS** from Workers and/or to separate products received from Workers)

Operators - Operators need to maintain extra materials of all types, extra forms of all types and those materials and supplies needed to run the game and monitor production to determine player scores. Operators need the following materials:

-bell
-pencil
-ruler
-extra string of various sizes (to replenish Worker's kits)
-bunches of 24 inch size string
-loose twist ties
-connected twist ties
-separated baggies
-unseparated baggies
-shoeboxes to receive products from Foremen
-copies of all forms

2. Gathering the Materials

You will need to obtain all materials needed for **SIMPAR** well in advance of play. The items listed below are articles necessary for running the game. They are inexpensive and easily accessible.

a. Xerox copies of forms from Section V of this Manual.
b. **One** shoebox or similar container of equal size with a lid for each "Worker" plus **23** boxes for Operators' Space. (Wholesale and retail shoe stores are often willing to donate large quantities of shoe boxes).
c. **One** ruler (12 inches) for each Worker, Foreman and Operator.
d. **One** pen or pencil for each Worker, Foreman and Operator.

16

e. **Seven** manila folders for each Foreman, plus **four** folders for Operators' Space (You can make your own folders from construction paper).
f. **One** bell (Kitchen timer, alarm clock, buzzer, etc.).
g. **Four** boxes of sandwich-sized Baggies **with ties** (approximately 400 - bags need to be twist tie type, and connected by perforations on roll).
h. **Three** skeins of cotton cable cord. Diameter must be small enough to fit through a drinking straw.
i. **2,000** drinking straws - 1,000 each of two different colors. (Wholesale and retail restaurant and bar supply stores, and wholesale food provision companies are good places to purchase these large quantities. Smaller amounts can be found at grocery and discount stores).
j. **One** roll of masking tape.
k. **Ten** sheets of construction paper - approximately 9" x 9" size for signs designating room areas.
l. **One** colored marking pen.
m. **One** pair of scissors.
n. **Two** brown grocery bags for each Foreman.

3. **Preparing the Materials**

Once you have acquired the materials needed for play, please follow these instructions for cutting, measuring and labeling to help you to prepare the materials for use.

a. **Forms** - Xerox (or otherwise duplicate) copies of forms from Section V of this Manual. Number of copies needed shall be determined from Diagram #1. Cut the "Inspection Tickets" form into individual tickets.

b. **Boxes** - Put a piece of masking tape on each Worker's box for identification. Label the tape with Worker's I.D. Number (1-5) and Unit Letter.

e.g.

Worker #2 Unit K	Tape

c. **Folders** *

* For each Foreman label clearly seven folders as follows:
(1) Production Instructions
(2) Foreman Job Description
(3) Production Information
(4) Production Reports
(5) Personnel Reports
(6) Production Aids Request Form
(7) Management Tools

* For the Operator label clearly four folders as follows:
(1) The Gazette
(2) Management Skills Test
(3) **SIMPAR** Forms
(4) Operator Scoring Sheets

d. **Plastic Bags** (Baggies)

- Count off ten baggies from a roll without separating them from each other. Tear off roll after tenth bag. Next roll the ten bags loosely into a packet and tie with string. Make two of these packets for each Worker.

- Count and separate ten bags from the roll. Gather these separated bags into a packet and tie string, as above. Make one packet of these for each Worker.

e. **Twist Ties**

- Count off ten ties in a strip without separating the ties. Tear off after the tenth tie. Prepare two strips of unseparated ties for each Worker.

- Count off and separate ten ties from a strip. Prepare ten separated ties for each Worker.

f. **String**

- Using a ruler and scissors, cut string into lengths of 14 inches, 18 inches, and 24 inches. For each Worker cut strings according to the following chart.

# of Strings	Length of String
12	14"
12	28"
30	24"

- Gather six pieces of **each** length together. Tie loosely with another piece of string. Prepare two such packets for each Worker.

- Gather 18 pieces of 24 inch string together. Tie loosely with another piece of string. Prepare one such packet for each Worker.

- Keep the remaining string loose.

g. **Straws**

- Cut all straws into 2" to 3" lengths. (Size will depend on length of straws)

- Separate two colors.

h. **Construction Paper** - used to make three signs as follows:

- "Unit_____" (One for each Unit)

- "Foreman - Unit _____" (One for each Foreman)

- "Corporate Headquarters - HQ" (One)

4. **Organizing and Distributing the Materials**

Gathering and preparation of materials must also be completed well in advance of running the game. All materials should also be organized as follows, so that on the day of the game run, they can be easily distributed. Please refer to Room set-up diagrams on pages 22-27 of the Manual for placement of the materials in the game playing space.

a. **Materials for Workers' Space**

(1) In each labeled Worker's box place:

* One (1) packet of unseparated bags
* One (1) strip of unseparated twist ties
* One (1) packet of string with varying lengths (14", 18" and 24")
* One (1) handful of each color of straws
* One (1) pencil
* One (1) ruler
* One (1) copy of "Production Instructions" and "Scoring Sheet" forms
* Twenty-one (21) individual "Inspection Tickets"

b. **Materials for Foreman's Space**

(1) Place Foreman's sign conspicuously on wall or table at Foreman's work space.

(2) One ruler and pencil/pen.

(3) Two brown grocery bags (or something similar) for each Foreman to use to collect completed and defective **GEMSTRANDS.**

(4) Arrange and set up file folders for each Foreman and place at Foreman's work space in the order listed on the chart below:

#	*Folder Label*	*Content*
1	Production Instructions	One copy Revised Production Instructions
2	Foreman Job Descriptions	One copy Foreman's Job Description
3	Production Information	One copy of: Scoring Sheet, Worker Reaction Sheet, Inspection Ticket Sheet
4	Production Reports	Five copies of Production Reports
5	Personnel Reports	Five copies of Personnel Reports
6	Production Aids Request Forms	Five copies of Production Aids Request Forms
7	Management Tools	One copy of each Management Tool

c. Materials for Operator's Space

(1) Arrange 23 boxes according to Diagram #2 (in Room Set-Up Section of this Manual). Each of the following materials should be stored in its own box.

* extra packets of unseparated baggies
* extra packets of separated baggies
* extra strips of unseparated ties
* separated ties
* extra packets of multi-length string
* packets of 24" string
* extra straw pieces (one box for each color)

61

(2) The remaining boxes will be used to collect production from each unit.

(3) Pen/pencil (at least one)

(4) Ruler

(5) Bell

(6) Place "Corporate Headquarters - HQ" sign conspicuously near Operator's space.

(7) Arrange and set up file folders according to the following chart:

Folder Label	*Contents*
Gazette	2 copies of the Gazette for each player
Management Skills Test	1 copy of test for each Foreman, copy of answer sheet
SIMPAR Forms	1 copy of every form used in the game
Operator's Scoring Sheets	2 copies of Directions for Foreman Scoring 2 copies of Foreman's Score Sheet 2 copies of Worker's Score Sheet

20

Diagram #1

MATERIALS DISTRIBUTION CHART

All **SIMPAR** participants will receive *Role Sheets* as well as the following:

Role	Boxes	Strings	Straws	Bags	Ties	Pens/ Pencils	Rulers	Bell	Folders	Forms
Foreman				2 Grocery Type Bags		1	1		7	1 Revised Production Instruction 1 Foreman Job Description 1 Production Score Sheet (Foreman Copy) 1 Worker Reaction Sheet 1 Sheet of Inspection Tickets 5 Production Reports 5 Personnel Reports 5 Production Aids Request Forms 1 Complete set of Management Tools
Worker	1	18 tied [6-24"] [6-18"] [6-14"]	Handful of each color	1 packet of 10 unseparated baggies	1 strip of 10 unseparated	1	1			1 Production Instructions 5 Worker Reaction Sheets 1 Production Score Sheet 21 Inspection Tickets
Operator	23	1 Bunch of 18 [6-24"] [6-18"] [6-14"] for each player 1 Bunch of 18 [24"] for each player	1 Box each of color #1 Color #2	1 packet of 10 unseparated baggies for each Worker 1 packet of 10 separated baggies for each Worker	1 strip of 10 unseparated for each Worker 1 strip of 10 separated for each Worker	1	1	1	4	2 Gazettes for each Worker and Foreman 1 Management Skill Test for each Foreman 1 copy of each form used in **SIMPAR** 2 Operator Scoring Sheets 1 Management Skills Test-Answer Sheet

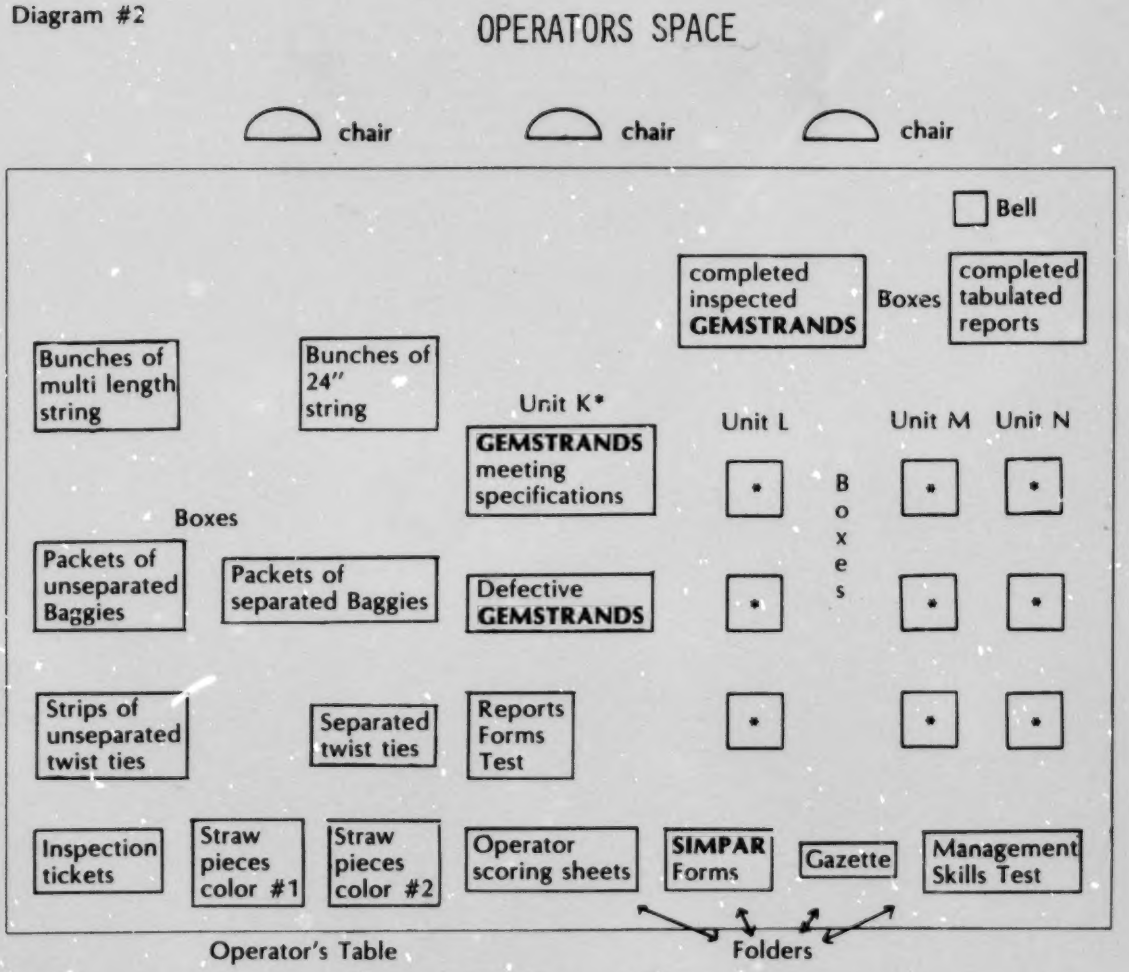
B. **Room Set-up**

1. Operator's space
   The Operator's space should, ideally, be located in a room separate from game participants. The room should be near the players so that observation of play and delivery of game materials is not hindered.
   If a separate room is not available, Operator's space can be set up in a hall outside the playing room, or in a separate part of the actual playing room. If this last option is used it is helpful to use a screen or other divider to physically separate Operator's space from playing units.

   One large, rectangular table will be needed. It is fairly easy to adapt by using two smaller tables if necessary.

   The following diagram represents set-up of the Operator's space with chairs for three Operators.

Diagram #2



*Note - Boxes for each unit are identical to boxes labeled for Unit K

22

2. Player's Space

a. Option #1

One large room will be needed, with 2 long tables for each unit and 1 smaller table for each Foreman. All players will need a chair.
The playing room should be large enough to allow for some separation between Workers and Foreman. Space for players and operators to move around the room should be considered also.

Diagrams 3 and 4 are guidelines for Option #1. Diagram 3 shows set-up of the entire room. Diagram 4 shows detail of Unit tables.

b. Option #2

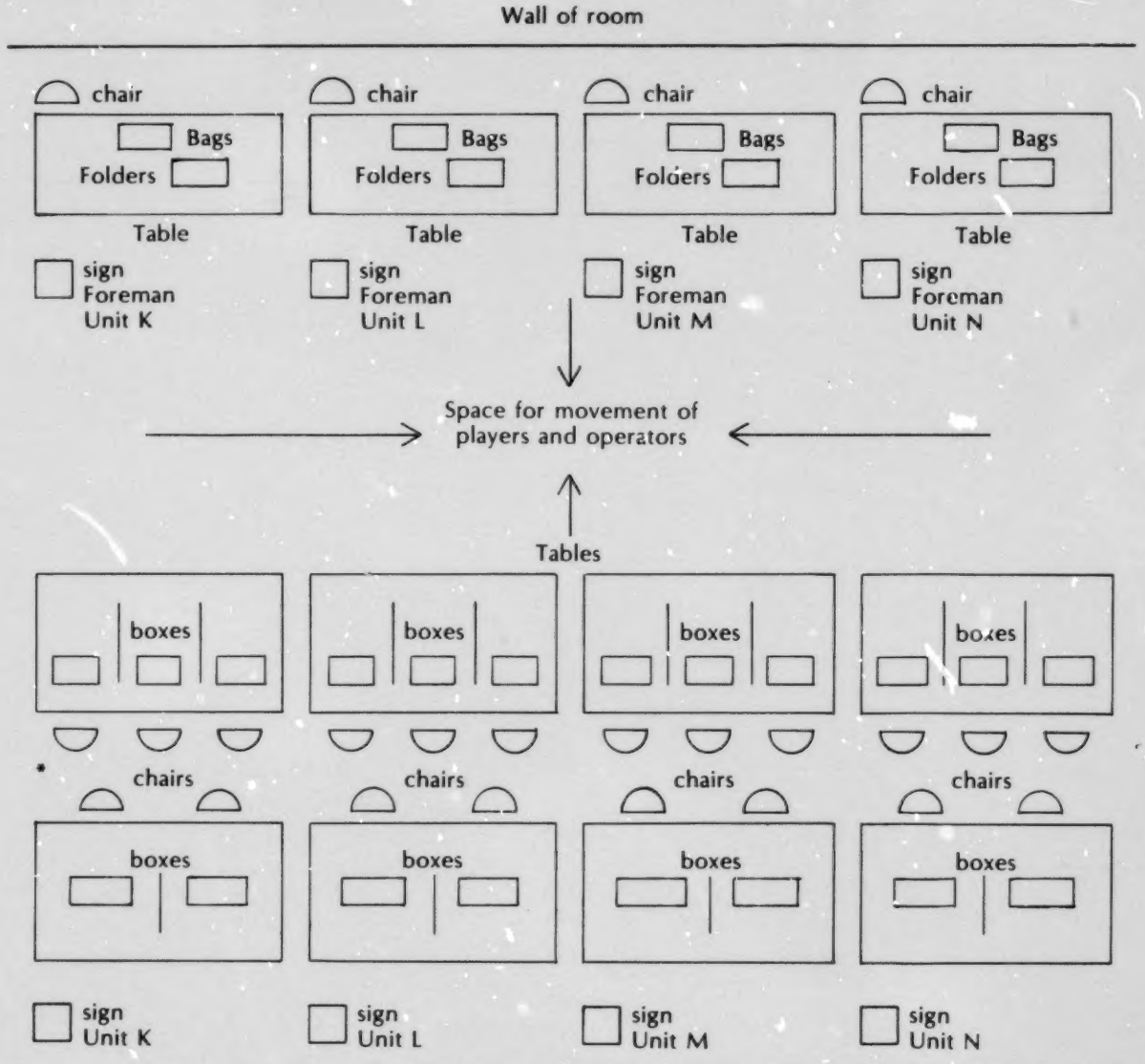
One large room is needed with 1 small table and chairs for each Foreman. As Workers will be sitting on the floor, the floor should be carpeted if possible.
The playing room should be large enough to allow for some separation between Workers and Foremen. Space for Foremen and Operators to move around the room should be considered also.

Diagrams 5 and 6 are guidelines for use of Option #2. Diagram 5 shows set-up of the entire room. Diagram 6 shows details of one Unit.

23

DIAGRAM #3

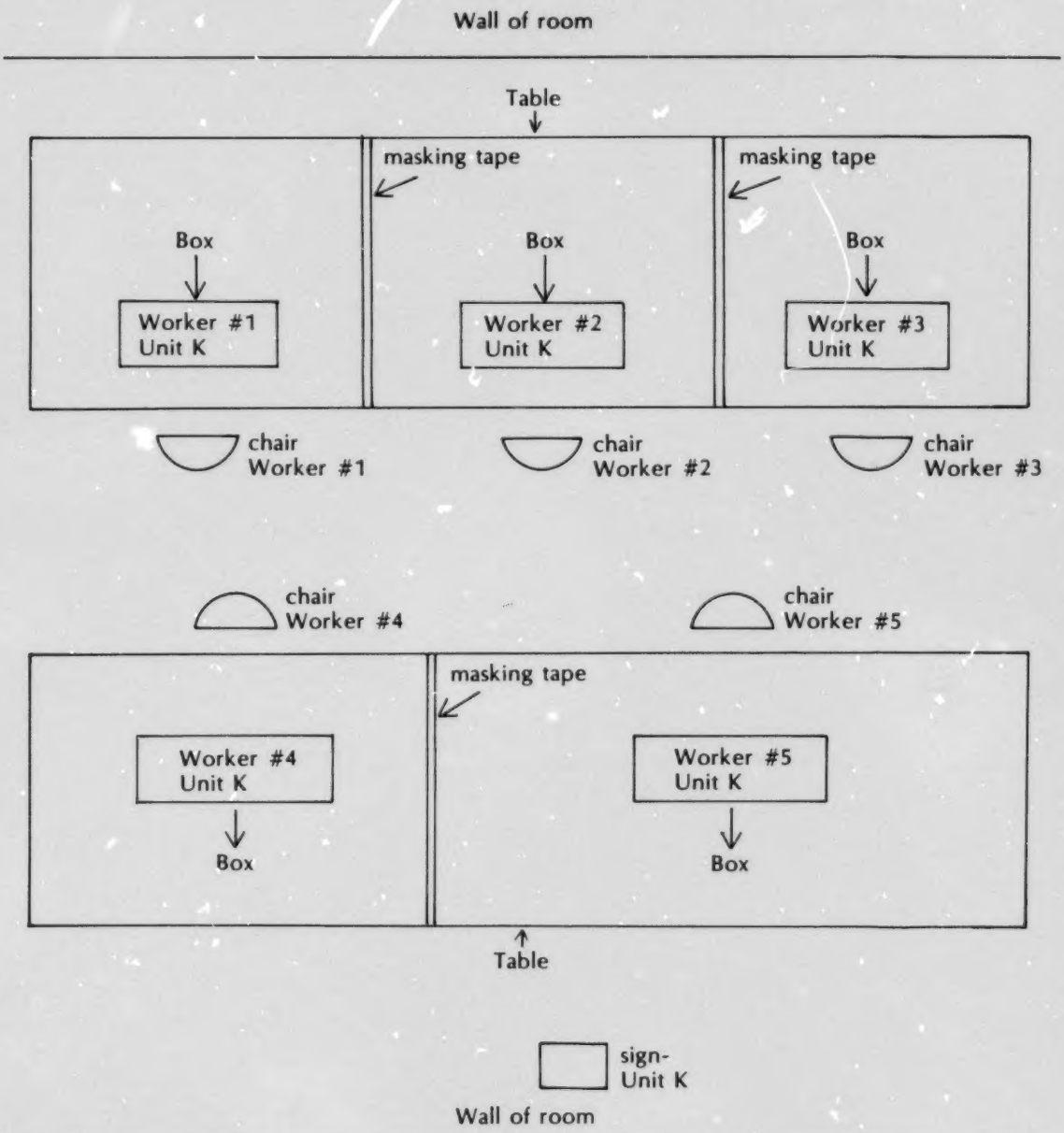
PLAYER'S SPACE - OPTION 1



*Note that Workers sit back to back, facing away from each other.

Diagram #4

PLAYER'S SPACE - OPTION 1

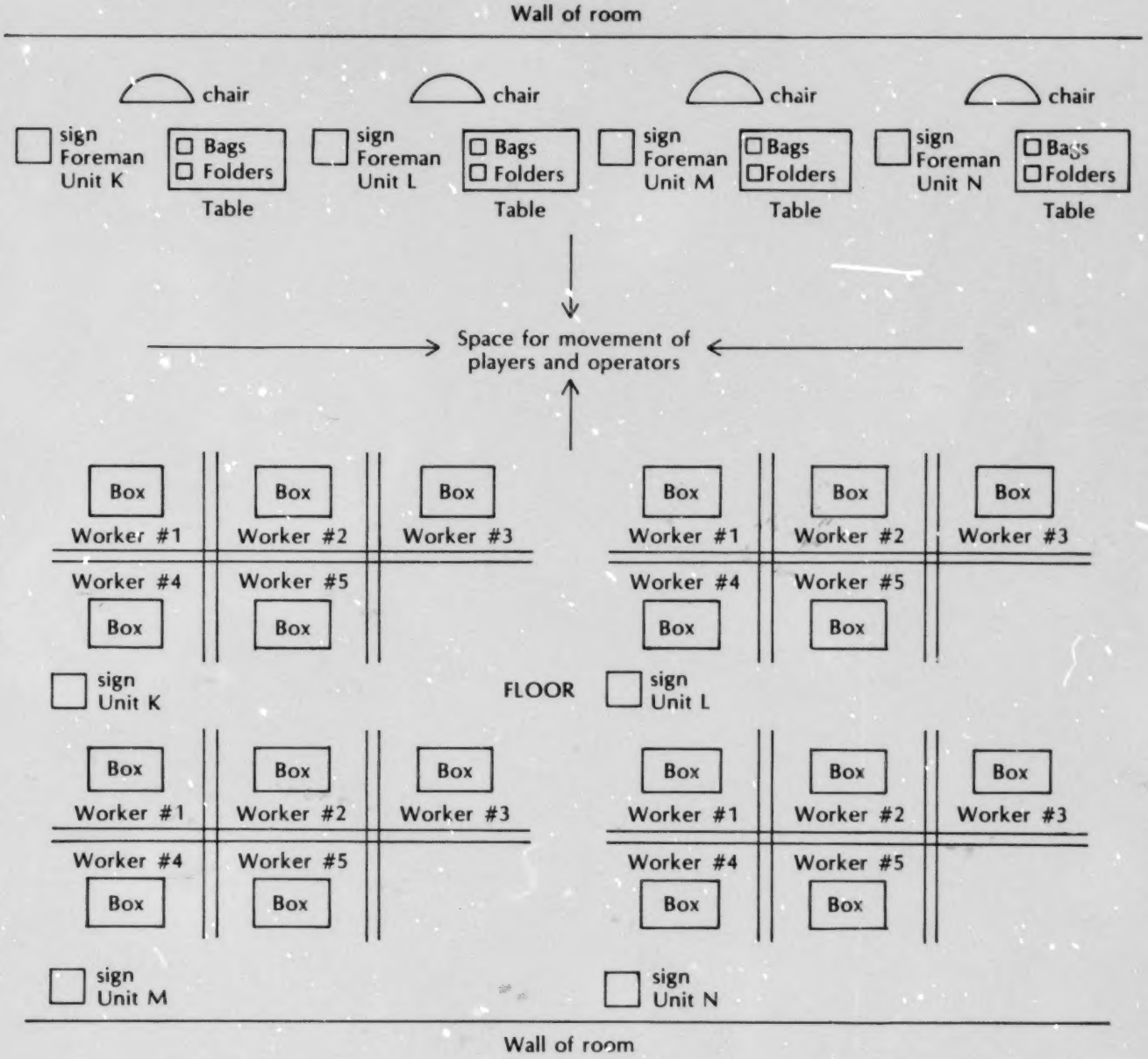


*Note - masking tape divides work space between workers.

25

Diagram #5

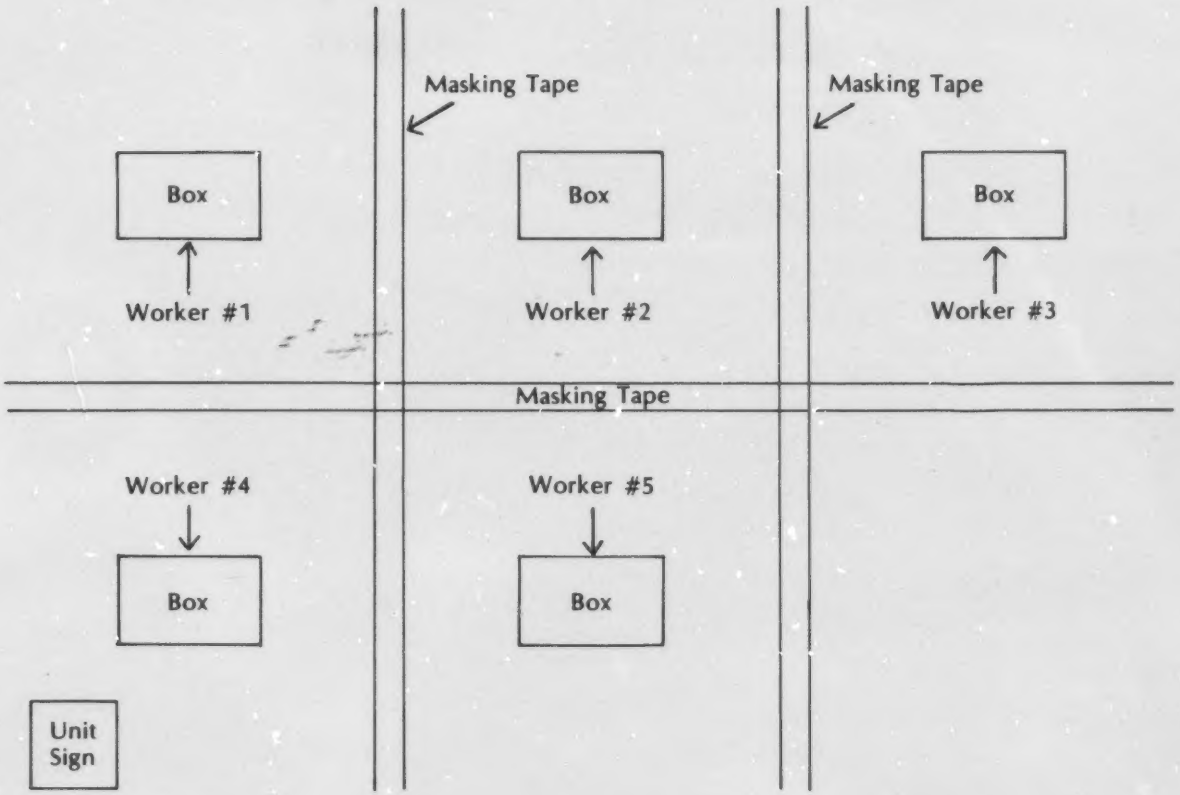
PLAYER' SPACE - OPTION 2



26

Diagram #6

PLAYER'S SPACE - OPTION 2



Note: Masking tape divides floor space - Worker sits with back facing tape with materials in front of him/her.

27

C. Play of the Game: General Comments and Introduction

1. **Materials**

Although the preceding section describing the preparation, organization and distribution of materials for the game seems quite complicated and potentially frustrating, it is relatively simple to prepare for a run of **SIMPAR.** We have taken space and effort here to try to make sure that **ALL** details have been thought out. If you follow the directions in the materials section it is our hope that you will have **NO** surprises on the day of your game run.

One practice that will help to make the day of the game easier is to do as much of the preparation in advance as is possible. Here are some hints:

* Make sure all steps in the materials section are followed.
* Make sure pencils, markers, etc. are ready for use.
* Take time to fill out as much of each form as is possible in advance of game time.
  e.g. Role Sheets: Production Instructions, The Gazette, Foreman Job Description and Operators' Scoring Sheets all have blanks that serve to increase authenticity of the game experience for players, but many of these can be completed, at least in part, prior to the game playing day.
* Allow plenty of time (1½ hours with two people working on it) for pre-game set up.

2. **Space**

The Manual has been designed to outline several options for adapting available space to the running of **SIMPAR.** In our trial runs we found the option with separate rooms for group introduction and discussion the most successful. Also, it works best we found, when adults are seated at tables. Most adults are more comfortable at tables and we feel the game has enough physical constraints built in to encourage learning.

Another space consideration that we found to be important was the location of the Operator's space. In many groups it is initially difficult to understand that game operators are **not** game players and that player actions, not operator actions, determine success in the game. We found that players settled into roles faster if operators were physically separated from them. So, if another room for operators is not available consider a screen or other separating device in the same room.

3. **Role Allocation**

Before actually beginning a game run the most important task of game operators is the preparation for Role Allocation and the Pre-game Introduction. This requires first assigning roles to each player. There is no magic formula to assist game operators in deciding who should be Foremen, who should be Workers and how to group players. Your decisions on role allocation may be related to your knowledge of individual players or may be done at random. Roles can be assigned or players can volunteer for specific roles. Here are some questions to consider when deciding how to assign roles in your group, if that is your choice.

(a) Are players assuming roles different from their "real world" roles? (i.e. leaders in an established group could be Workers in **SIMPAR,** persons without children could be Foremen in **SIMPAR**). This technique can work to heighten one's awareness of other's roles.

(b) Do players selected as Foremen have the literacy skills needed to do the reading associated with the jobs?

(c) Will familiarity of group members affect the game's outcome (Unit K players all know each other; Unit L players have never met before)?

Assigning Roles prior to the beginning of the session allow operators some additional time to complete role sheets. However, if you assign roles at random or by volunteers, fill in other parts of the role sheet ahead to save time, and add players' names at this time. DIAGRAM #7 shows how to assign players to roles and units for your size group.

4. On the Introduction

One of the best ways to ruin the play of your game is to spend too much time describing and discussing in advance of play. Simulation games purposely contain ambiguities that are essential to the learning goal of the experience. Therefore, your introduction to players should be brief. On the following pages, we offer a sample introduction. You can read directly from these pages or complement the sample introduction with your own ideas. Perhaps an extemporaneous introduction will be more realistic and comfortable after you have run the game a few times. Remember, your introduction should be brief and succinct. Players' confusion will be dispelled much better by play than by lengthy instructions and explanations.

Diagram #7

NUMBER OF PLAYERS BY ROLE ASSIGNMENT

Level	Total # of Participants	Total # of Production Units	Total # of Workers	Total # of Foremen (1 per unit)
I	10-11	2	8-9	2
II	12-18	3	9-15	3
III	19-24	4	15-20	4
IV	25-30	5	20-25	5

Notes: 1. Number of Workers per unit should not vary by more than one Worker for all levels.
2. For additional Workers, make sure no unit has more than 5 Workers and adjust materials accordingly.

D. Sample Game Introduction

1. Explanation of A Simulation Game

For the next few hours you are going to participate in a kind of game that may be new for many of you. It's called a simulation game. Because playing a simulation game is probably a new experience let me give you a short explanation what it is . . . .
As a parent or a member of a family, you know that one of the things kids do as they are growing up is play house. You may even remember the fun you had as a child playing house. Kids dress up like mommy or daddy, wear jewelry, carry lunchboxes, etc. as they pretend to be parents/adults. While kids are playing house they behave the way they believe that real mommies and daddies do, or should, behave. They often imitate things they've heard and seen parents say and do. Actually a lot of learning is going on while they play. And what they are playing out is a part of their real world. Playing house is like a simulation game.

A simulation game is a model of something in the real world. In simulation games, the players are the actors; they are playing roles. The roles they play and the activities in the game are intended to help players learn about new ideas.
Simulation games help adults learn by doing, by being actively involved instead of listening to a lecture or watching a film. **SIMPAR** is a simulation game but we will just be calling it a game for today.

2. Nature of This Game

The game you are about to play is designed to let you experience some parts of being a parent. It's meant to give you an opportunity to understand parenting better.

The game is set up so that each of you has some goals or things that you are working towards. Some of you will do better than others in reaching your goals, but this game has no winners or losers. The game does not judge you as good or bad parents.

Another part of the game that is important for you to understand is the role of game operators. Let me talk for just a minute about the game operators.

3. Operators

Game operators are the people who are running the game. The game operators will be . . . (give actual names).

When the game begins, we will not be players. We will be observing the game to help you to discuss it afterwards. The success of the game and your personal success are determined by your actions in the game, not by the game operators' actions. We will keep our role to a minimum. That means that not only do we not control what happens in the game, we will not interfere in the game once it begins. We will not be able, then, to interpret the rules for players and will not answer questions if we believe it would be interfering.

Operator 1 will be observing the game and giving players reminders of time when they are expected to take actions. He/she (use name) will also collect materials from players during the game. He/she will answer questions only if they do not require interpreting the rules.

Operator 2 will maintain the operator's space, keep track of players successes, and monitor scores achieved during the game. (make sure players know who #2 is).

Operator 3 (if 3 game operators are used) will assist both other game operators by observing the game and helping to track player successes. (Introduce #3)

4. Rules

Instructions and rules for playing the game are written in your Role Sheets and in Production Instructions which you will receive in a few minutes. These instructions and rules cannot be changed and the rules cannot be broken or the game itself will become meaningless and the learning that we want to achieve will be lost.

5. Dealing with Confusion

Are you feeling confused now? (Pause - some might say "yes"). Well, if you are, you should be and will be until you get into play. Understanding the game is not different from understanding the directions to some board and card games. I'm sure you can remember reading or hearing the rules to Monopoly for the first time. It really wasn't until you played the game that you could understand some of the rules. Playing this game will do the same thing . . . . So let's get started.

6. Entertaining Questions

At this point, you can ask for any questions on what's been covered and then proceed.

E. Operation of the Game

1. **Beginning to Play**

After role allocations are completed and Role Sheets completed by a game operator, it is time to begin. The first step is distributing (individually, if possible) Role Sheets to each player. Once players have all received their Role Sheets ask those with a Role Sheet indicating that they are Foremen to report to their offices. Ask the Workers to remain where they are. One game operator should accompany the Foreman and another should remain with the Workers. Ask each group to carefully read their Role Sheets.

2. **Clarification of Role Sheets**

With each group still separate ask players to discuss any questions they have about what they have read. Depending on the skill level of the group it may be helpful to read the Role Sheets as a group. Operators should be careful here to clarify **only** the information given on the Role Sheet. Do not give advice on how to play the game or give any information about the game that is not already on the sheet.

3. **Reporting to Work Site**

When players seem to have a fairly good understanding of their role sheets (remember confusion will be reduced by playing the game much more quickly than by talking about the game) it is time for Workers to report to their Unit. It might be helpful to remind Workers to check their Unit and Worker I.D. numbers before going to their Unit. This will help them to find their work space more quickly. Foremen at this point will be at their offices and should be prepared for the game's beginning.

4. **The Initial Production Period**

When Workers arrive at their Unit the operator should announce the beginning of the Production Period and its number. At this point Workers and Foremen should be examining the respective materials provided for them. **SIMPAR** has begun! See **Diagram #8** for a sample outline of times and activities in a hypothetical **SIMPAR** run but remember, individual Worker and Foremen reactions will vary the atmosphere, outcomes and thus perhaps the schedule in any given run of the game.
It may become necessary to adjust time during play. If this occurs it is important to try to keep these thoughts in mind:
(a) The second production period (#13) should be the longest.
(b) It is important to begin the last (#16) production period to avoid game-end results.
(c) Avoid cutting time from discussion, as this is where the actual learning is achieved.

5. **Ending Play**

The sample **SIMPAR** schedule (Diagram #8) outlines the number of Production Periods and length of the game. Five Production Periods have been established in order to allow participants to:
(a) grasp the game dynamics,
(b) allow for **SUCCESS** by the introduction of production aids and through Foreman interaction,
(c) experience a sense of accomplishment.

The game will actually consist of four full Production Periods. The fifth periods should begin as the others before it, so that players are not forewarned of the end of the game. This is because participants sometimes begin to take the game and their roles less seriously or otherwise change their behavior if they know in advance when the game will end. At the end of the game, the operator announces that play of **SIMPAR** is concluded. Before beginning the post-game discussion you may want to have players assist in some aspect of putting away equipment and cleaning up. Perhaps each player could gather their random materials and re-enter into kit, help move tables, pull up tape, etc. Remember this time is taking away from post-game discussion and should be very limited! Depending on which space option you are using, players should be instructed to gather in the discussion room or area.

6. **Notes for Operators**

As you can see by reading through the introduction section, the role of the game operator is setting up the mood and atmosphere for the experience of **SIMPAR** is very important. Specific roles of each game operator (2 or 3) are set out in Section V Forms; "Role Sheets for Game Operators." There are some general hints and reminders that can help game operators in making the experience a fruitful one for participants that we will discuss here. But remember, feelings and experiences of the players are largely dependent upon their actions and interactions with one another. So enjoy!

a. **Introductory Tips**

During the Introduction the game operators set up expectations for behavior and help players to understand game rules. It is important to emphasize during this phase:

(1) During the game, **PARLINK, INC.** exists and each player's identity **IS** what is written on Role Sheets.

(2) The game has no winners or losers. Winners are those who benefit from the experience.

(3) The game only "works" (by "works" we mean sets up a situation where learning is maximized) if the basic game rules are followed. Rules outlined on Role Sheets and Production Instructions **CANNOT** be changed or broken. Players should expect that game operators will remind them if they break basic game rules.

(4) Game operators should avoid becoming game players. Don't try to be helpful by over-explaining the game and avoid interpreting ambiguous situations. Let players figure the game out themselves. This will help them to learn more from the experience.

b. **During the Game** there are four key points for game operators to remember.

(1) **Observation** - during the game you are gathering information that can help you to guide and facilitate the post-game discussion.

(2) **Monitoring** - game operators must insure that time schedules are adhered to and that the game runs smoothly. This includes some reminders about basic game rules, but should not include "becoming a player."

(3) **Record Keeping** - game operators should work together to make sure the task of inspecting and recording **GEMSTRAND** production and other scoring activities flows smoothly. (game operators Role Sheets in Section V, help to break down the responsibilities).

(4) **Flexibility** - perhaps this should be #1. Each time you run a **SIMPAR** game you will find differences in the ways Workers and Foremen approach their tasks, in the way they respond to expectations and each other. The best way to prepare for these surprises is to treat each run as a new experience, and think about how situations occuring in the game can be incorporated into the group discussion of the experience.

c. **Miscellaneous Hints** - Here are some clues that will make your run go more smoothly:

(1) Because it is important for players to have a sense that **SIMPAR** and **PARLINK, INC.** are real, it's good for players to feel that the "company" has some history. Several forms are designed with blanks to be filled in by game operators prior to each game. They are Role Sheets, Production Instructions, The Cazette, and the Foremen Job Description.

(2) Units - When assigning unit identification it is best to use letters in the middle of the alphabet (e.g., K, L, M, N). This gives the impression that employees are part of a larger organization.

(3) Production Periods - Again, to give **PARLINK, INC.** and game players some place in time, use production numbers such as: 12, 13, 14, 15, 16, rather than 1, 2, 3, 4, 5, 6.

(4) Gazette Information - Use the Gazette as an added touch of reality by making numbers and letters relevant to current game players. **Diagram #9** shows samples of copy for each Gazette.

(5) Scheduling - In any given run of the game there may be factors that affect the planned time schedule for the game. For this reason, it is best to complete the "times" section for the Foreman's Job Description just prior to beginning the game. It is helpful to assign this task to one game operator.

(6) Role Sheets - can be partially completed when materials are being prepared (prior to day of game run) and completed with Name, etc. just prior to beginning play.

(7) It is important to allow plenty of time prior to running the game to gather and prepare materials. The day of **SIMPAR** is no time to be cutting straws!

Diagram #8

SAMPLE SIMPAR SCHEDULE

8:00 - 9:30	Pre-game set-up
9:30 - 9:35	Participants Arrive . . gather in discussion area.
9:35 - 9:45	Introduction to **SIMPAR** . . Total group —overview of game and distribution of Role Sheets.
9:45 - 9:50	Clarification of Introduction . . Separate groups for Foremen and Workers . . Review Role Sheets. . . Movement to work space.
9:50 - 10:00	Production Period #12 begins . . *Announced by game operator.* . . Workers find materials, begin making **GEMSTRANDS** (with difficulty). . . Foremen find job descriptions and (hopefully) Revised Production Instructions among manila folders on desk/table.
10:00	Five (5) Minute Warning Bell Rings . . *Workers complete Worker Reaction Sheets.*
10:05	. . *Foremen collect products and work on Production and Personnel Reports.*
10:06	Production Period #13 begins
10:10	Gazette #1 Publication . . Distributed to Foremen by game operator. Worker Reaction Sheets returned. . . WRS completed by each worker during Production. Period #12 returned to appropriate foremen.
10:20	Five (5) Minute Warning Bell rings
10:25	Production Period #13 ends
10:26	Production Period #14 begins
10:30	Worker Reaction Sheets Returned
10:40	Five (5) Minute Warning Bell rings
10:45	Production Period #14 ends
10:46	Production Period #15 begins
10:50	Management Skills Testing . . Foremen receive Test #1 to complete from Game Operator. Gazette #2 Publication . . Distribution to Foremen. Worker Reaction Sheets Returned.
11:00	Five (5) Minute Warning Bell rings
11:05	Production Period #15 ends
11:06	Production Period #16 begins
11:08	End of Game . . Game Operator announces end and prepares players to move into discussion group.
11:10 - 12:00	Post Game Discussion

34

Operators Notes

1. The information printed in italics for Production Period #12 also applies to all other Production Periods, but is printed only once.
2. Worker Reaction Sheets collected from Workers and recorded by operators on score sheets are given to the Worker's Foreman at the beginning of the next Production Period.
3. For groups of highly successful manufacturers, it may be useful to introduce Gazette #2 in Production Period #14 to enhance motivation and interaction. If this is done, distribution should coincide with delivery of Worker Reaction Sheets to Foremen.

Diagram #9

GAZETTE #1

The Gazette publishes special achievements of Production Units within **PARLINK, INC.**

Today, congratulations go to Unit **G.** The employees in this Unit have been working together for **8** Production Periods. Their latest Production Report showed a total production of **15 GEMSTRANDS** in Production Period **#11.** This is the highest number produced by any Unit in any Production Period since **PARLINK, INC.** started!

The Worker Reaction Sheet for Period **11** showed that **4** of the **5** employees in Unit **G** believe that Unit morale is high, and their Foreman evaluates their work positively. This Unit also used available production aids to increase their production.

Unit **G** is a model of all Units now operating in **PARLINK, INC.**

GAZETTE #2*

The Gazette publishes special achievements of Production Units within **PARLINK, INC.**

Today, congratulations go to Unit **L.** The employees in this Unit have been working together for **2** Production Periods. Their latest Production Report showed a total production of **16 GEMSTRANDS** in Production Period **#14.** This is the highest number produced by any Unit in any Production Period since **PARLINK, INC.** started!

The Worker Reaction Sheet for Period **14** showed that **5** of the **5** employees in Unit **L** believe that Unit morale is high, and their Foreman evaluates their work positively. This Unit also used available production aids to increase their production.

Unit **L** is a model for all Units now operating in **PARLINK, INC.**

* Note: If Gazette #2 is used it is important to fill in blanks with accurate information from the **current** game.

35

F. Post-Game Discussion

1. General Suggestions

SIMPAR will produce the intended learning objectives **only** if you are sure to allot time for discussion. The post-game discussion and analysis of the experiences are the most important part of the game. The exact amount of time you set aside for discussion may depend upon your purposes in running the game, the amount of time available to you, and the orientation of the participant. However, we strongly recommend at least forty-five (45) minutes be spent in group discussion. If you are confronted with limited time, it is advisable to prepare some written materials for players to take with them for later reading. The type and amount of written material chosen to supplement discussion may vary according to your purpose in running the game and the type of group who are players. The following is a list of suggested topic areas. Some, or all of the areas may be appropriate for your purposes.

* Simulation Games and Simulation as a Learning Device.
* Child Development; Developmental Milestones for Children
* Child Management/Discipline
* Effective Parent-Child Communications
* Resources for Parent-Child Interaction Activities
* Resources for Developmental Activities for Children
* Resources on Parenting/Parenting Skills

The following information on leading the post-game discussion is intended to prepare the leader with an overall understanding of the purpose of the discussion. Some group leaders will be more comfortable than others with variations in questions and in determining the time allotted for each phase based on participant feedback, etc. Perhaps the most important of all is to remember that this is a discussion - a back and forth exchange - with the flow, continuity and direction being the responsibility of the group leaders (game operators). **AVOID LECTURING IN PLACE OF DISCUSSION.**

2. **SIMPAR** Game Scores

As we have discussed throughout the manual, the richness of **SIMPAR** lies in the **ability** of the experience to result in new or re-newed insights into parenting and parent-child interactions. Because of this unique purpose, **SIMPAR's** success is not measured through ending scores. Records of scores and other factors are kept by game operators primarily to enhance the authenticity of the game for players. The actual numerical scores of both Workers and Foremen are not significant. However, since scoring and "earning power" are aspects of the game, it is important to address them during the post-game discussion.

The key for the discussion leader is to begin by generally addressing scores with the group prior to the actual discussion. By de-emphasizing their importance while emphasizing the interaction that generated the score, the discussion leader sets the stage for a fruitful post-game discussion. Statements about scoring should be kept on a general level, rather than relate to each player's individual score. It is also desirable to use comments regarding scoring that are relevant to the actual play of the game.

Scoring statements should always be honest. Here are some examples:

a. "The range of scores for Workers was from_____to_____and Foremen scores ranged from_____to_____."

b. "The range of scores for today's players was from_____ to_____."*

c. "This group didn't produce as much as some groups have, but you seemed to enjoy your work."

d. "Your group produced more **GEMSTRANDS** than any group who has played the game to date."

e. "This was a very productive group."

*The discussion leader should always use a statement similiar to "a" or "b" to give some numerical range of scores.

3. Guiding Participants Through Discussion

There are three (3) distinct phases of discussion needed following **SIMPAR.** We will outline the areas of discussion for game operators to include during each phase and will provide a sample explanation of the game and sample discussion questions. We hope you find them useful in planning your guidance of group discussions of **SIMPAR.**

a. Phase One

Players should be given an opportunity to talk about their feelings regarding the game. **SIMPAR** is not likely to end with players in highly charged and excited states. However, allowing venting at the onset of discussion paves the way for fruitful analysis of the experience.

One of the possibilities during this phase of discussion is that of confrontation or personal attack. As the discussion leader, you should try to redirect personal attacks into thinking and talking about why things were done and what it was about the situation or the role that led to the actions and interpretations that are of concern to the participants. Again, **SIMPAR** should not entail many such problems, and this can probably be a short phase.

b. Phase Two

During phase two the participants are doing a critique of sorts. Here the discussion leader is helping the players to systematically examine the game by having them view the perspectives of the various roles. The discussion leader poses questions to players that will create responses in which (a) Workers express views of their own role, and that of other Workers and the Foremen, (b) the Foremen will express views of their own role, and that of other Foremen and Workers. The discussion leader needs to include questions specific to what participants actually did during the game. These questions are generated by the leader's actual observation during the game as well as by ideas expressed to this point in the discussion. It is important to help players examine their behavior during the game in a manner both non-threatening and non-judgmental. This is perhaps the most personal area of the discussion.

You may want to begin with Workers, then move on to Foremen, asking each to speak in turn about what his or her role was like, what problems they confronted, how they feel about things that happened, etc. Remember, though, no one should be forced to join in the discussion.

Before moving into phase three the discussion leader should take some time to explain the game to the participants. Include what **SIMPAR** simulates, as well as what parallels there are between activities in the

37

game and actions of parents and children in the "real world." This helps the experience begin to make "sense" to players and eases the transition from discussion of the game to discussion of parenting. (Sample Game explanation below).

c. Phase Three

By now the participants should be ready to examine the reality the game was intended to simulate. The goal during phase three is to get the participants to examine the parallels between roles in the game and real world roles and experiences in the game representing real world experiences. (Workers represent children, Foremen represent parents, etc.).

Simply expressed, the discussion leader is engaging **SIMPAR** participants in examining their prior parenting knowledge, refining their previous perceptions and leaving the game with new or revitalized ideas to improve their understanding of parenting.

3. Follow up

Hand out any supplementary reading materials or give assignments if participants are playing the game in an academic or educational context.

4.

SAMPLE GAME EXPLANATION FOR PARTICIPANTS

Before we begin talking about what we've learned from playing this game, I want to tell you what the game simulates, what we wanted to imitate from the "real world."

SIMPAR is a game about being a parent. The **SIM** in the title stands for simulated and the **PAR** stands for Parenting. Making **GEMSTRANDS** represented tasks that children need to learn, like tying shoes, holding pencils, etc. The many jobs of the Foremen represented the many demands that parents deal with day after day.

Those of you who were Workers in the game represented children. Doing your jobs, having the materials and help that you needed, and experiencing success were the most important things for you. Those of you who were Foremen represented parents. You were most concerned about having time to get all your tasks done, keeping work smooth and productive, and doing a good job.

Of course, being a parent is not this simple. But this gives you enough idea of what the game is about so that we can begin to talk about what we may have learned today by playing **SIMPAR.**

5. SAMPLE QUESTIONS

Phase one (to allow venting)

- How did you feel about the game?
- What did you think of the game?

Phase two

- How did you feel about your job? (address to Workers and Foremen separately)
- What was your reaction to using your opposite hand? (Workers)
- What did it mean to you when your Foreman told you that you had made the **GEMSTRANDS** with the wrong instructions?
- What was your response (Foremen) when you read the Reaction Sheet?
- Did you (Foremen) do anything differently after you read the Reaction Sheet?
- What happened at the end of your first Production Period (Foremen)?
- Did anyone get yelled at by a Foreman - how did this affect you?
- How did you react to the Gazette? (address to Worker and Foremen)
- Did you compare yourselves with other Workers in the unit?
- Did your feelings change as the game progressed? (can be addressed to Workers and Foremen)

Phase three (to examine the reality that **SIMPAR** represented)

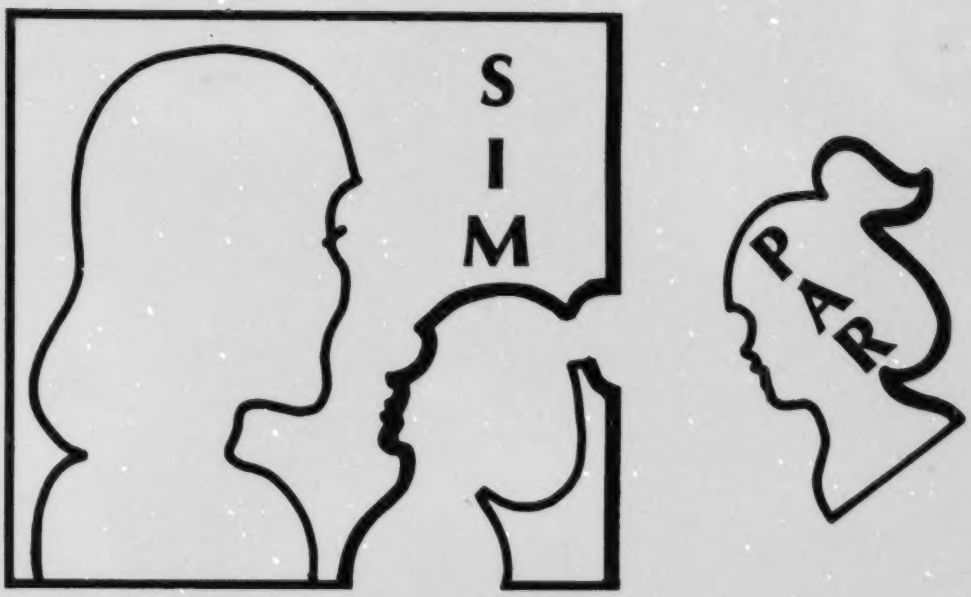
- Do you see any similarities between the Workers in the game and children in real life?
- Do you see any similarities between the Foremen in the game and parents in real life?
- Workers felt their jobs were tedious, difficult, and they didn't have enough information. Do children have these feelings?
- Foremen felt they had a lot to do and didn't have all the answers. How is this like being a parent?
- Other game events and responses to equate with parenting could include:

  Some Workers/Foremen did better than others
  Workers saw Foremen as distant, not available
  Workers felt their expectations were unclear
  Workers felt lack of choice
  Workers felt they did not get positive feedback
  Foremen felt unprepared for the job
  Foremen felt differently towards individual Workers
  Foremen became frustrated with certain Worker behaviors
  Foreman felt scared, afraid of their job

39

V

FORMS



PARLINK INC.

ROLE SHEET

Name _____

Unit _____

Worker I.D. # _____

You are a handicapped employee of **PARLINK, INC.** The arm that you normally use for writing has been injured. You are unable to use that arm.

You will earn points according to your success as an employee. Points will be earned based on:

(a) the number of correct **GEMSTRANDS** you produce

(b) Your Foreman's evaluation of your performance

(c) your adjustment to your job

(d) total **GEMSTRAND** production in your Unit (bonus points).

Please report to your Unit, as directed, for the beginning of Production Period _____.

Thank you - and - welcome to **PARLINK, INC.**

PARLINK INC.

ROLE SHEET

Name _____

You are a foreman for **PARLINK, INC.** You are responsible for production Unit_____ and will supervise _____Workers. The Production Unit is located _____and your office is located _____.

Your job as Foreman is to make sure that your Unit runs smoothly by:

a. making sure that your employees are working effectively and producing as many **GEMSTRANDS** as possible.

b. taking care of all problems that arise in your Unit.

c. completing all required reports within the assigned time periods.

You will earn points according to your success as a Foreman. Points will be earned based on:

a. **GEMSTRAND** production levels in your Unit.

b. Worker morale in your Unit.

c. test scores in company management skills tests.

d. total **GEMSTRAND** production in your Unit (bonus points).

Please report to your office, as directed, for the beginning of Production Period #_____.

Welcome to **PARLINK, INC.**

PARLINK INC.

JOB DESCRIPTION
UNIT FOREMAN

I. **General Responsibilities**
The Unit Foreman is the supervisor of all work and employees in an assigned Unit. Unit work space must be organized so that the employee works within the taped area facing his/her materials. Tape is not moveable. Talking among Workers is allowed only with the Foreman's permission. The Foreman is responsible for evaluating (rating) the performance of employees in his/her Unit. However, all employees' jobs are guaranteed. No Worker can be fired.

II. **Specific Responsibilities**

1. Carries out all company orders relating to production.

2. Collects, inspects and delivers products (correct and defective) to Headquarters at the times listed below.*

_____ _____ _____

_____ _____ _____

* A five minute warning bell will signal that it is time to collect all work from employees.

3. Fills out and turns in Production Reports and Personnel Reports at the end of each production period.

4. Gives information and support to Workers in assigned Unit to help them to do their jobs successfully.

5. Uses production aids to improve Worker morale and to increase production.

6. Rates Worker's job performance and takes steps to improve Worker performance.

7. Uses all available information on management skills to improve personal job performance.

8. Takes company tests on management skills when asked.

PARLINK INC.

PRODUCTION INSTRUCTIONS

Unit_____

You are responsible for manufacturing **GEMSTRANDS.**
GEMSTRANDS are necklaces made by stringing gems onto strands.
Each **GEMSTRAND** must be individually tied to form a necklace, and placed into a bag.
Each bag must contain an Inspection Ticket completed by you.
Each bag must also be closed with the ties provided in your box of materials.

Because of the importance of manufacturing quality products, please observe these work rules:

a. Each Worker must work independently.

b. Each Worker must sit with his/her back against the tape, or in the chair provided.

c. Each Worker must face his/her materials box and work within the taped area.

d. Tape cannot be moved.

e. Workers may not talk among themselves.

f. Each time the bell rings, each Worker will complete one (1) Worker Reaction Sheet.

Your Foreman will be collecting, inspecting and delivering your products to Corporate HQ. Worker Reaction Sheets will be collected by the Game Operator.

PARLINK INC.

PRODUCTION SCORING

1. Each employee of **PARLINK INC.** will earn one (1) point for each **GEMSTRAND** produced.

2. There will be no points awarded for defective **GEMSTRANDS.**

3. Each employee will earn two (2) bonus points for every ten (10) **GEMSTRANDS** produced by the Unit. These bonus points are in addition to individual points earned.

PARLINK INC.

REVISED PRODUCTION INSTRUCTIONS

To: All Unit Foremen

From: Corporate Headquarters - HQ

Subject: **GEMSTRAND** Production

PARLINK, INC. has received new orders. Effective **immediately,** all **GEMSTRANDS** must be made according to the following specifications.

(1) Six (6) gems must be used on each **GEMSTRAND.**

(2) Gems must be placed on strands in alternating colors.

(3) Each **GEMSTRAND** must be individually tied to form a necklace.

(4) Each completed **GEMSTRAND** must be placed into a bag with an Inspection Ticket filled out by the Worker.

(5) Each bag must be individually closed with the ties provided in Worker's materials box.

Any **GEMSTRAND** not meeting these standards will be considered defective. To insure quality manufacturing, all other work rules remain the same.

PARLINK INC.

PRODUCTION REPORT

I. Unit _____ Date _____
Completed by: _____ Time of Collection _____
Production Period # _____ Time of Submission _____

II. **GEMSTRAND Production**

	Total # articles Collected	**#GEMSTRANDS** Meeting Specifications	**#GEMSTRANDS** with defects
Worker 1			
Worker 2			
Worker 3			
Worker 4			
Worker 5			
Totals			

III. Inventory: Check materials needed to continue production:
_____ Gems _____ Bags
_____ Strands _____ Inspection Tickets
_____ Ties

* Please attach Personnel Report for each Production Period.

PARLINK INC.

PERSONNEL REPORT

Unit _____ Date _____

Foreman _____ Time of Submission _____

Production Period # _____

Directions:

1. List names of employees present for each production period in the space corresponding to their worker I.D. #.
2. Using the "Key" rate each employee for productivity and attitude by placing a circle around the numbers that best describe the employee's performance for this production period.

Employee Number	Employee Name	Production Rating					Worker Attitude Rating				
1		1	2	3	4	5	1	2	3	4	5
2		1	2	3	4	5	1	2	3	4	5
3		1	2	3	4	5	1	2	3	4	5
4		1	2	3	4	5	1	2	3	4	5
5		1	2	3	4	5	1	2	3	4	5

Key: 1 = Poor 4 = Very Good
2 = Fair 5 = Excellent
3 = Good

* Attach to the Production Report for each Production Period.

PARLINK INC.

PRODUCTION SCORING

Foreman's Copy

Worker Scoring

1. Each employee of **PARLINK, INC.** will earn one (1) point for each **GEMSTRAND** he/she produces.
2. There will be no points awarded for defective **GEMSTRANDS.**
3. Each employee will earn two (2) bonus points for every ten (10) **GEMSTRANDS** produced by the Unit. These bonus points are in addition to individual points earned.

Foreman Scoring

1. When a Unit produces at least 15 **GEMSTRANDS** in a Production Period, the Foreman of the Unit earns ten (10) points.
2. There will be no points awarded for defective **GEMSTRANDS.**
3. Each Foreman will earn a bonus of two (2) points per **GEMSTRAND** for every twenty-five (25) produced in his/her Unit during the game.

PARLINK INC.

WORKER REACTION SHEET

Name (optional) _____ Unit _____

Please fill out the questionnaire in full. (✓) your answer.

	True	False
1. I am generally satisfied with my job.		
2. I am comfortable with my work space.		
3. I am proud of my products.		
4. I get along well with my co-workers.		
5. I can ask my Foreman questions when I want to.		
6. I am appreciated by my Foreman.		
7. My Foreman knows me and we get along well.		
8. If I have a problem, my Foreman is helpful.		
9. My Foreman asks me for my ideas and suggestions.		
10. My Foreman cares about me.		
11. I think I am doing my job well.		

Comments:

PARLINK INC.

PRODUCTION AIDS REQUEST FORM

Unit _____ Date _____

Foreman _____ Time of Submission _____

Production Period # _____

I. I request the following production aids:

- ☐ separated bags
- ☐ 24 inch strands
- ☐ separated ties
- ☐ separated gems
- ☐ packaging two (2) **GEMSTRANDS** per bag

PRODUCTION AIDS REQUEST RESPONSE

Unit _____ Production Period _____

- ☐ Order approved based on:
- ☐ positive Worker Reaction Sheets
- ☐ number of **GEMSTRANDS** produced meeting specifications
- ☐ increased supply of production aids due to increased production
- ☐ submission of Production Reports

- ☐ Order disapproved based on:
- ☐ negative Worker Reaction Sheets
- ☐ failure to submit Production Reports
- ☐ lack of aids available due to low production
- ☐ number of defective **GEMSTRANDS** produced
- ☐ order exceeds distribution quotas

PARLINK INC.

THE GAZETTE

The GAZETTE publishes special achievements of Production Units within **PARLINK, INC.**

Today, congratulations go to Unit_____. The Employees in this Unit have been working together for _____production periods. Their latest Production Report showed a total production of_____ **GEMSTRANDS** in production period #_____. This is the highest number produced by any Unit in any single production period since **PARLINK, INC.** opened!

The Worker Reaction Sheets for Period_____showed that_____of the _____employees in Unit_____ believe that Unit morale is high, and their Foreman evaluates their work positively. This Unit also used available production aids to increase their production.

Unit _____is a model for all Units now operating in **PARLINK, INC!**

INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials
INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials
INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials
INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials
INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials
INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials
INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials	INSPECTION TICKET Unit _____ Worker # _____ Inspected by: _____ Foreman's Initials

PARLINK INC.

Management Skills Test #1

Name _____ Date _____

Unit _____ Time _____

Directions: Please select the best answer for each item and place the letter of that item in the answer space. All statements must be answered. It should take no longer than ten (10) minutes to complete the test. Return completed test form to the game operator. Thank You.

1. If you have a "problem employee," you should . . .

   a. send him home for the day.

   b. find some way to fire him.

   c. talk to him to find out what the problem is.

   d. tell him to get on the ball.

   Answer #1_____

2. A Foreman who tends to find fault with the same employee repeatedly is . . .

   a. helping the employee to keep on his toes.

   b. blaming the employee for his own failings as a Foreman.

   c. showing his employees how to supervise others.

   d. building morale in the Unit.

   Answer #2_____

3. Persons who tend to get angry or "fly off the handle" generally face problems . . .

   a. by direct attack.

   b. by substitution.

   c. by evasion.

   d. by retreat.

   Answer #3_____

4. A Foreman should encourage a Worker who has a problem he/she can't handle to . . .

   a. discuss it with the Foreman and reach an agreement in the solution.

   b. talk to co-workers, they will know what to do.

   c. report it to the company office and let them deal with it.

   d. forget about it and get to work.

   Answer #4_____

5. Workers might come up with negatives to solve a problem because . . .

a. this is how they get back at Foremen.

b. negative problem solving is a habit.

c. that's the only way they know.

d. they prefer to operate this way. Answer #5_____

6. A good Foreman believes . . .

a. he/she must always present a picture of happiness

b. people need his/her help to solve problems.

c. anger will motivate people.

d. people work best if left alone. Answer #6_____

7. In order to be a Foreman, you must know . . .

a. Workers' job better than they do.

b. every company policy and procedure.

c. theories of discipline.

d. the strengths and weaknesses of each Worker. Answer #7_____

8. Employees who tend to offer sarcastic responses should be . . .

a. ignored, maybe they'll go away.

b. treated sarcastically by the supervisor.

c. shown how to get reinforcement from not being sarcastic. Answer #8_____

9. If you wanted to make your Foreman's job more interesting and exciting you could . . .

a. think about ways to make headquarters notice you.

b. find ways to make the work easier for your employees.

c. socialize more with other Foremen.

d. tell everyone how competent you are. Answer #9_____

10. The most important reason that your employees work is . . .

a. financial security.

b. to impress peers.

c. to have self-respect.

d. to satisfy basic needs. Answer #10_____

Please submit to game operator upon completion.

MANAGEMENT SKILLS TEST #1
OPERATOR'S ANSWER SHEET

1. C
2. B
3. B
4. A
5. B
6. B
7. D
8. C
9. B
10. D

OPERATOR'S SCORE SHEET WORKER'S SCORES

Performance Score

Worker ID/Unit	Worker Name	Actual Production Period #					Production Rating Period #					Attitude Score Period #					Production Score	Performance Score	Bonus Score	Total Score
		1	2	3	4	T	1	2	3	4	T	1	2	3	4	T				
1 K																				
2 K																				
3 K																				
4 K																				
5 K																				
Total																				
1 L																				
2 L																				
3 L																				
4 L																				
5 L																				
Total																				
1 M																				
2 M																				
3 M																				
4 M																				
5 M																				
Total																				
1 N																				
2 N																				
3 N																				
4 N																				
5 N																				
Total																				

Key to Scoring

1. Actual Production: enter # **GEMSTRANDS** made in each production period that meet specifications
2. Production Rating: enter actual rating from Personnel Report.
3. Attitude Score: enter actual rating from Personnel Report.
4. Production Score: enter total of actual production for all periods.
5. Performance Score: add total production rating to total attitude score, divide by 4 enter in Performance Score column.
6. Bonus Score: add 2 points for every **GEMSTRAND** over 10 made by one unit during one production period (add points to each Worker's score in the Unit).
7. Total Score: total of Production Score plus Performance Score plus Bonus Score.

OPERATOR'S SCORE SHEET
FOREMEN'S SCORES

			1					2					3	4	
Unit	Foreman Name	Worker I.D. #	Worker Reaction Scores By Production Period					Production Scores by Production Period					Mgmt. Test Score	Bonus Score	Total Score (+ 1, 2, 3, 4)
			1	2	3	4	T	1	2	3	4	T			
K		1													
		2													
		3													
		4													
		5													
	Total Unit K														
L		1													
		2													
		3													
		4													
		5													
	Total Unit L														
M		1													
		2													
		3													
		4													
		5													
	Total Unit M														
N		1													
		2													
		3													
		4													
		5													
	Total Unit N														

Production Scoring Charts

A

Actual Unit Production per period (Worker score sheet, Column 1)	Production Score Enter Foreman's score Column 2
0 - 14	0
15 - 29	10
30 - 44	20
45 - 59	30
60 - 74	40
75 - 89	50

B

Actual Unit Production game total	Bonus Points Enter Foreman's score- Column 4
25	2
26	4
27	6
28	8
29	10
30 and so on	12

OPERATOR'S SCORE SHEET

Directions for Computing Foreman Scores

1. **Worker Reaction Scores**

   Enter the total number of **true** statements on Worker Reaction Sheets next to appropriate Worker I.D. number for each Production Period. At the end of the game total these numbers in the column marked "T."

2. **Production Score**

   At the end of each Production Period refer to the Worker Score Sheet to get the total number for Actual Production in the Period. Find the number on the Production Scoring Chart Part A and enter the appropriate score under Production Score (0, 10, 20, 30, etc.). At the end of the game add these scores together and enter the total in the column marked "T."

3. **Management Test Score**

   For each Foreman enter the total number of correct responses on the test in the column marked Management Test Scores.

4. **Bonus Points**

   At the end of the game refer to Worker Score Sheet to get the total actual production for the Unit. Refer to Production Scoring Chart B (Foreman's Scores) to convert actual production to number of Bonus Points. Enter appropriate number of Bonus Points in column marked Bonus Points.

5. **Total Score**

   To obtain total score add together final score in each of the above categories (i.e.) "T" for Worker Reaction Score, + "T" for Production Score, + Management Test Score, + Bonus Points.

OPERATOR #1 - ROLE SHEET

General Duties: As Operator #1, your main job is to observe the functioning of participants in **SIMPAR.** You will also respond to appropriate questions from players except when asked to interpret ambiguous situations within the game. With other game operators you will share responsibility for pre-game room set-up, and leading pre- and post-game discussions.

Specific Responsibilities

1. Review role sheets with Workers and assist them in locating assigned work spaces.

2. Observe interaction between Workers and Foremen.

3. Monitor time of Production Periods and announce beginning and end of each to players.

4. Remind Workers to complete Worker Reaction Sheets at the end of each Production Period and collect completed sheets for Operator #2.

*5. Remind Foremen to complete Production Reports and Personnel Reports; insure the submission of reports along with all products to Corporate Headquarters (HQ) at the end of each Production Period.

*6. Provide Foremen with supplies and Production Aids as requested.

*7. Deliver Gazettes to Foremen at appropriate times.

*8. Administer Management Skills Test to Foremen.

9. Remind all players of game rules as needed, and respond to player questions when appropriate.

Notes:
* When using three (3) Operators, these responsibilities should go to the third operator.

OPERATOR #2 - ROLE SHEET

General Duties: As Operator #2, your main job is to maintain all Operator's Score Sheets. This will insure accurate record-keeping throughout the game. You will also respond to questions asked of you by players, except when asked to interpret ambiguous situations within the game. With the other game operator(s) you will share responsibility for pre-game room set-up, and for leading pre- and post-game discussions.

Specific Responsibilities

1. Prepare and complete Worker and Foremen Role Sheets on the day of play.
2. Review Role Sheets with Foremen and assist them in locating their assigned work spaces.
3. Receive and inspect completed **GEMSTRANDS** at the end of each Production period.
4. Use the Operator's Scoring Sheet to record production numbers for each Worker during each Production Period.
5. Receive Personnel Reports, Production Reports, Worker Reaction Sheets, and Management Skills Test at appropriate intervals.
6. Review data on all forms received and log scores where appropriate (see Operator's Scoring Sheets for directions.)
7. Maintain and prepare production supplies as necessary.
8. Act as timekeeper, and ring bell at specified times throughout the game.
9. Assist Operator #1, if needed.

OPERATOR #3 - ROLE SHEET

General Duties: As Operator #3 you will serve primarily as a floater, assisting operators 1 and 2 in completing their tasks. You will respond to appropriate questions from players, except when asked to interpret ambiguous situations within the game. With the other operators, you will share responsibility for pre-game room set-up, and leading pre- and post-game discussions.

Specific Responsibilities

1. Assist operator 1 in preparation of Role Sheets for players.

2. Observe interaction between Workers and Foremen.

3. Remind Foremen to complete Production Reports and Personnel Reports; insure the submission of reports along with all products to Corporate Headquarters (HQ) at the end of each Production Period.

4. Assist Operator 2 with inspection of **GEMSTRANDS** and record keeping at the end of each Production Period.

5. Provide Foremen with supplies and Production Aids as requested.

6. Deliver Gazettes to Foremen at appropriate times.

7. Administer Management Skills Test to Foremen.

8. Remind all players of game rules as needed and respond to player questions when appropriate.

MANAGEMENT TOOL #1

DISCIPLINE - HANDLING PROBLEM EMPLOYEES

A foreman or manager is usually the person who has direct responsibility for assuring that company rules are followed. Enforcing this role of discipline often becomes one of the tasks of management that is most difficult to achieve effectively.

Generally rules are identified as necessary so that a group of persons can work together effectively. Rules are used to protect all members of the group and to put limitations on individual conduct. For the most part, managers find that employees will follow rules that are sensible. If your employees see the reason and purpose of the rule the majority of them will obey. Hopefully then, managers are dealing with the exception when they are confronted with what to do about a violated rule.

Once the determination has been made that a violation has been made, the manager needs to examine the rule and the offender. The first aspect of discipline is the investigation of the rule and the situation in which the rule was violated. Basically the manager is attempting to gather information and rule out irrelevant pieces of the situation.

The first determination to be made in respect to the offender is whether the violation happened as a result of a skill problem or misconduct. A skill problem, while having discipline as an aspect of its outcome may also involve such things as providing the employee with additional information, training or making a determination that the employee is not capable of carrying out the task.

If the manager's assessment is that the violation is misconduct, a different course of action would be pursued. Managers can use an oral warning to address minor infractions. A written warning should be used to follow up to any failures to respond to oral warnings or for offenses that are more serious but not critical to the company's functions. In the progression of discipline steps, the manager would be able to progress to suspension. Suspensions should be thought of as the last step before firing. Suspensions should be used in cases of servere misconduct.

Finally, there are some employees who are unable to respond to any form of discipline and will need to be terminated. The manager needs to protect himself/herself and the company in the termination process. The following ideas can help the manager prepare for a well executed termination:

- The manager's assessments should be in written form with all attempts to handle the problem being documented.
- The manager should review this paperwork with the person who has final responsibility for the act (supervisor, head of company, etc.).
- The use of a witness during the actual termination interview.
- The manager during the termination interview presents the reasons for termination in a brief, concise way.
- The employee has an opportunity to respond.
- The manager ends the interview with a statement of actions. Such statements include the date of termination, the process and necessary cooperation from the employee until the termination date, job responsibilities until the date of termination, etc.

It is important to repeat that if managers take effective precautions in helping employees know and understand the rules, apply the rules consistently and uniformly, and deal with discipline problems promptly and fairly, the degree of difficulty and occurrence of problem employees will be greatly decreased.

MANGEMENT TOOL #2

TIME MANAGEMENT

The following information attempts to help you think about your effectiveness in managing time. It offers a process by which you can evaluate how you use your time, then looks at methods that can help you address any time problems you may have identified.

As in general problem solving, the first step in managing your time more effectively is to identify exactly what you are doing to waste time. It is important to be specific in identifying the problem. General answers will not help you decide what to change. Taking time now to define your specific time wasters will save time later.

After pinpointing the time waster you need to identify why you believe the time waster occurs. Often the answer can be one or more of the following: you may be personally disorganized, you may allow other people to make their priorities win over your time priorities, or you may not have reached time agreements with the persons who have the ability to affect your time use.

A common example of a management time waster lies in the drop-in concept. Have you established any agreement on when you are available? Is it O.K. for people to drop in on you at any time and discuss whatever might be on their minds? Remember you are responsible for your time, you have the right to manage it.

How a manager uses time has direct positive or negative **payoffs.** While all managers need to be involved in some low payoffs, time management is best effected if the manager can identify that time use is producing high payoffs. In evaluating your use of time you can ask these questions: What "good" results from doing a particular thing? How do you feel by completing a particular activity? Can you identify how the activity helps accomplish what you get paid to do?

Eventually in assessing time wasters, you are making a determination of whether the cause is internal (you) or external (another person or thing). Sometimes the answer can be a combination of the two. You want to decide who and what is responsible for the time wasters.

By this point in the assessment you are ready to think about your attitude toward the problem. What does the time waster mean to you? What are the consequences of the time waster for you?

Perhaps the last step is the most important of all. In this final stage you need to decide what you intend to do about the time problem. What is going to be different? It is important that you can readily identify and represent those differences. You need to be able to share your action plan with persons you are responsible for managing, as well as others who need to be aware of your plan if it is to be implemented effectively.

MANAGEMENT TOOL #3

A SELF EVALUATION FOR MANAGERS

Frequently companies use some form of an evaluation system for managers. This system may or may not include written materials. The written evaluation has been a more recent addition in evaluation systems. Perhaps more important than evaluating their managers, companies depend on managers who can assess their own managerial skills and develop plans for improvement through such assessment.

Before a manager can do an effective self evaluation, he or she must be able to formulate an outline of what "manager" means. This suggested outline, while general in nature, seems to apply to most manager positions.

Manager's Outline

A. Purposes of Manager

- Management of administrative requirements
- Accountability factor
- Insure adequate job performance of individual worker
- To see that the job gets done in an efficient and effective manner

B. Roles used to carry out purpose

- Communicator
- Helper, Consultant
- Support, Guidance Agent
- Direction Agent
- Counselor
- Educator

C. Functions of Manager

- Manager
- Teacher
- Enabler

Given this rough outline of what it means to manage, it is possible to explore the types of tasks that fit under each function. The process by which a manager assesses his/her own performance around these tasks is self evaluation.

As stated, it is a good management practice for managers periodically to do a self evaluation. The following tasks are offered as a good starting point for a self evaluation.

1. Delegating: how well is the right person chosen for each job? How much authority or responsibility does the worker have?

2. Administrative Responsibilities: how well does the manager produce quality work within the company's budget and plan for operation?

3. Training, Development and Counseling: how well does the manager recognize and identify the worker's skills, provide opportunities to improve those skills, and help workers develop as people?

4. Motivating Subordinates: how well does the manager maintain the environment as one where worker output can be at its maximum?

5. Establishing Performance Requirements: how well has the manager represented the performance requirements and helped workers meet job goals and requirements?

6. Evaluating Subordinates: how well does (accurate and fair) the manager evaluate worker performance?

7. Enforcing Rules and Regulations: how well has the manager established the workers as willing to follow the rules?

Remember, in implementing a self evaluation you are actually forming a judgment based on your quality and quantity of performance in relationship to company goals and objectives. The purpose of a self evaluation is your own personal and professional growth.

MANAGEMENT TOOL #4

THE IMPORTANCE OF COMMUNICATION IN MANAGING PEOPLE

Language is our most frequently used method of communication. It seems reasonable to believe that managers will manage more effectively if they can improve how they communicate with their workers. While much of our effectiveness in communicating needs to be evaluated in terms of the individual speaker and listener, there are some common responses and types of communication that are less desirable. The following chart describes such less desirable communication in terms of a type of communication a speaker might use and the probable response or interpretation from the listener.

If Speaker:	Listener will:
1. orders or commands	resist or resent
2. warns or threatens	feel overpowered
3. argues, lectures	be defensive
4. blames, criticizes	feel incompetent, stupid
5. shames, name-calls	fight back
6. analyzes	feel exposed
7. distracts, humors	think there's no interest

As a general rule managers need to relay their information in a tactful manner. The information needs to be direct and to the point.

Managers should try to have input and opinions from their workers. Providing equal information and opportunities to all will assist with the cohesiveness of the group. Workers who have opportunities to ask questions and provide input feel more involved and more committed to the company's goals. One of the common errors of managers is that while they are allowing workers to have input they inevitably interject their opinion which is interpreted by the worker as what he or she needs to verbalize. That's like "talk, but say what I want you to say." This type of error negates the attempt at getting worker input.

A manager would also do well to understand non-verbal communications. Many workers will express their thoughts and feelings by posture, gesture, and action. Hence the phrase - - actions speak louder than words. Managers have many opportunities to observe non-verbal communication. Watching the facial responses, body responses and posture responses of workers as they receive or share information with managers is a good beginning. It is through these forms of expressions that workers will say what they don't want others to know or at least what they are not ready to say in words.

As represented in the first section of this information, much of communication needs to be planned on an individual basis. After all, in a management setting much of the communication is happening between one manager and one worker. Managers need to develop an ability to be aware of themselves. Knowing your own strengths and weaknesses, values and attitudes, is a most important clue in planning how you will address an issue. At the same time, knowing the worker is equally important. What are his or her values and beliefs? What are his or her strengths and weaknesses? These assessments will help the manager know how to present information differently based on the individual, when to present information, what points to emphasize, and above all anticipate and plan for what the worker's response might be.

Managers who use their foreman or supervisory role to improve their communication skills are taking advantage of an opportunity to become better managers as well as better people.

MANAGEMENT TOOL #5

EVALUATING EMPLOYEES

The evaluation of workers is often a dreaded task. In fact so much so that often the task tends to be avoided. Understanding the causes for these reactions is important in the process of an evaluation.

The evaluation is perhaps the most tangible communication between the manager and worker that sets them apart. During an evaluation the relationship is not a peer one! The manager has a higher status. Some managers react to this condition as uncomfortable and undesirable so that employee evaluation becomes a slighted or ignored task.

Another dynamic at play in the employee evaluation is the mirror effect. If the worker is not performing adequately, the manager may not be performing his training or supervisory responsibilities well. So why identify it?

Evaluations also have as a potential outcome the creation of rejected, hostile feelings in the worker. If the manager says what he or she really thinks the consequences from the worker may be worse than the deficiencies that currently exist. The worker could even quit!

If managers recognize and deal with these factors connected to evaluation, the evaluation process can be very beneficial. After all, workers also see the evaluation as a way for reward if they are good, productive employees. Employees identify that a great source of job satisfaction comes from hearing how they are performing. Most employees believe it is unfair to promote and pay employees for inferior quality.

The process used to perform the evaluation also requires thought from the manager. Generally, the manager needs to be well prepared with specifics. Positive aspects of the worker's attitudes should be addressed before the negatives. It is important, however, that both are addressed. The manager should be prepared with a plan of action to correct weaknesses. Employees should have an opportunity to respond to the evaluation. Such response should be provided verbally and in writing. Finally, the evaluation should be acknowledged by the employee by obtaining his signature.

As you can see, the evaluation itself can only be conducted effectively if the manager has done ongoing evaluations. The importance of coaching the employee frequently and regularly is the key to effective employee evaluation. It is this coaching that can best address preparation of both the manager and the worker. Coaching needs to include the manager's judgments about the employee's work, as well as creative attempts at assisting the employee to perform better.

It is, of course, desirable to base an evaluation on some established, agreed-upon base. In most cases, this would be the job description. This suggests that employees are being judged against the job description, not other employees. There are some general characteristics that seem logical to evaluate for all employees. You could use this list as a beginning.

1. Quantity and Timeliness of Work Products: how much work is done and in what amount of time is it accomplished?

2. Quality of Work Products: how well is the job done?

3. Initiative: how much self-starting is shown, how quick is the response to assignments?

4. Persistence: was the job completed, even when difficulties were realized?

5. Adaptability: does the worker react effectively under pressure? Is constructive criticism accepted?

6. Functioning in Interpersonal Situations: how well does the employee do as a group leader? Does the employee have good relationships with other employees?

7. Resourcefulness: is the employee able to come up with better timesaving methods?

8. Planning, Organizing and Setting Priorities: is the worker able to handle the workload through scheduling?

9. Negotiating: does the worker have the ability to disagree without alienating?

10. Analytical Reasoning: does the worker think logically and end up with reasonable interpretations?

Since people are the greatest resource available to managers, it is important that they realize their fullest potential of development. One of the most important aspects of that development is achieved through effective evaluations of employees.